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ABSTRACT

The final report on the preparation and utilization of Sesame Sesame Street materials explains the selection of appropriate segments and the educational results of use of the videotapes with 449 preschool and primary age deaf children. Seventeen teachers of the deaf are reported to have chosen relevant segments and suggested educational uses, necessary pre-teaching, and related activities and materials. The selected segments are explained to have been organized according to teaching objectives and modified for use by the deaf. Segments are said to be joined in 15 minute mini shows to perpetuate the quick pace of the original format and to provide continuity. Utilization of the package is reported to have involved five treatment groups with the following differential segment use: use of only "live" segments, use of only puppet and/or animal segments, use of only captioned segments, use of any or all segments, and use of none of the segments. A significant difference in pretest and posttest performance is reported in favor of the group which used any or all of the segments. (See EC 052 270 for a related document). (DB)

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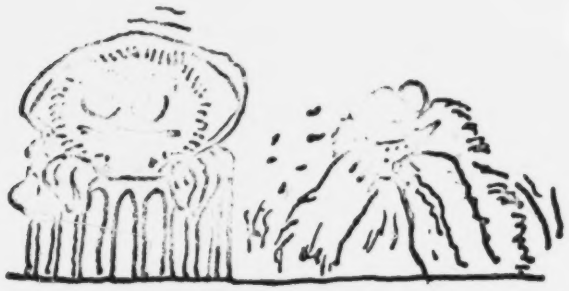
# *Utilization of Sesame Street Materials with a Deaf Population*



## FINAL REPORT

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in cooperation with

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# ABSTRACT


MODIFICATION OF SESAME STREET FOR THE DEAF

During the 1971-72 school year, eight schools for the deaf in New York State cooperated with the Research and Development Complex of the Faculty of Professional Studies at the State University College at Buffalo in an investigation of the use of selected segments of Sesame Street with a deaf student population. The study included three distinct phases:

1. survey stage;
2. workshop and preparation of media packages;
3. the utilization of the developed media packages in the participating schools.

At a summer workshop held on the campus of State University College at Buffalo, seventeen teachers of the deaf, representing the eight participating schools, viewed sixty video taped hours of Sesame Street programs. Working from the objectives stated by the Children's Television Workshop and criteria mutually agreed upon, the workshop participants selected those segments of the programs which they felt had instructional value in classrooms for pre-school and primary age deaf children. For each segment, the teachers suggested educational uses, necessary pre-teaching, related activities, and related materials. In addition, each segment was coded to appropriate teaching objectives. The teachers also provided notations for editing the tapes. The selected segments were re-organized according to teaching objectives. Some were modified for use by the deaf population.

An important outcome of the workshop session was the decision to perpetuate the quick pace of the original Sesame Street format. This was accomplished in the final editing by joining the individual segments back-to-back into a single package to provide for continuity in the entire program. Each program, or mini-show as they were called, averaged fifteen minutes in length. In addition to the tape, the workshop generated a teacher's manual entitled "Sesame and You", and a competency-based booklet for pre and post testing the students based on the objectives of the selected programs.

The final phase of the project, the utilization of the developed educational package in the schools was initiated with orientation workshops at each school. Participating teachers received the manuals, test booklets, and an overview of the purpose and design of the project. Seventy teachers and four hundred forty-nine students participated in this phase of the study.

Five treatment groups were formed to test which taped segments had significant educational effect upon deaf students. The five groups provided:

1. use of only those segments that were 'live' (i.e. Sesame Street scenes) or filmed for the show;
2. use of only the puppet and/or animal segments of the shows;
3. use of only the captioned segments of the show;
4. use of any or all of the segments;
5. use of none of the segments (i.e. the control group).

The teachers used materials in a controlled situation for a period of eight weeks at which time the children were post-tested, teacher evaluation forms were completed, and the results returned to the Research and Development Complex.

Statistical analysis of total test scores indicated a significant difference ($p < .0033$) in favor of group IV (all) over the control. Although the means of the other treatment groups were larger than that of the control group, none of the differences were significant. Analysis of the sub-test (skills) results, again revealed a statistical significance in favor of group IV (all).

# Utilization of Sesame Street Materials with a Deaf Population

## FINAL REPORT

### Introduction

The success of Sesame Street was well documented in the Educational Testing Service publication, The First Year of Sesame Street: An Evaluation. The general findings reported by Samuel Ball included:

a. children who viewed Sesame Street showed greater gains in learning than those who did not;

b. children who watched the show most, gained the most;

c. disadvantaged children who rarely or never watched the show had a 9% gain in learning as compared with a 24% gain demonstrated by disadvantaged children who viewed the show five or more times per week.

Although some criticism has been aimed at Sesame Street and its evaluation techniques, the show's general positive effect on children's learning and the influence which the show had on the production of television shows for children has never been seriously challenged. When viewed within the parameters set by the objectives of Children's Television Workshop and considering the intended target audience, Sesame Street must be regarded as a road out of the "Wasteland" of television.

The educational researcher, of course, immediately looks upon such success and asks, "If Sesame Street proved so beneficial, what if . . . ?" and proceeds to set up various hypotheses. What if the target population was varied? What specific segments of the show were most effective? What happens if the program is used to augment on-going educational curricula? What are professional educators' reactions to the use of specific segments?

This project was an attempt to expand upon the success of the first year of Sesame Street and to answer such questions.

Ultimately, this project had the following objectives:

1. to produce a unique learning package based on Sesame Street segments to be utilized by teachers of deaf children;
2. to measure the achievement of deaf children as a result of exposure to such a package;
3. to research the effectiveness of various formats or techniques utilized in the production of Sesame Street; and
4. to measure teachers' evaluations of such a package.

Accordingly, the project can be divided into three phases:

1. Survey stage - A survey of selected schools of the deaf to investigate specific needs of deaf children and to assess availability of necessary hardware to accomodate the proposed project;
2. Production stage - The production of a video tape package along with a manual for assisting the teacher and necessary instruments for measuring effects; and
3. Evaluation stage - The administration of a study to control treatments and to collect resulting data.

[The original proposal for this project is found in *Appendix* A]

The decision to utilize deaf children as the target population presented some inherent problems. Communication by deaf children, of course, is limited by the lack of the auditory modality. Consequently, a prime ingredient of the Sesame program, music, and to a certain extent rhythm in general, is, for the most part, lost as a learning/teaching stimulus. Resultingly, segment selection was influenced largely by visual effect.

A concurrent learning problem of deaf children also had to be considered. The vocabulary scope and the ability to acquire certain concepts, especially those which are abstract, is somewhat limited in deaf children, especially very young deaf children.

In addition, the problem of developing tests which could be administered to deaf children without being confounded by communication variables, had to be considered.

Finally, the philosophy of educational methodology for teaching the deaf had to be confronted. A simplistic explanation of methodology for communication by, and therefore education of, the deaf reduces to three approaches - manual, oral, and combined. As its name implies the manual method utilizes the hands and/or other parts of the body to communicate. Some approaches advocate fingerspelling while others advocate the use of symbolic signs or gestures. The oral method utilizes lip reading or speech reading. It follows that the combined or total approach takes advantage of various aspects of both of the other methodologies.

The purpose of this project was <u>not</u> to study educational philosophy. However, in as much as different educational methodologies (signing, fingerspelling, cued speech, speech reading, and the combined or total approach) were practiced by various schools within this project, these differences had to be considered

in segment selection and test construction. Ultimately, of course, each of the methodologies is dependent upon the visual modality and therefore each was a significant factor in construction of the educational package developed within this project.

A more in depth coverage of limitations of the study included in this project is given later in this report.

Survey Stage

The selection of participating schools, predetermined by the funding source of the project, potentially included each of the nine state supported schools for the deaf in New York State.

In order a) to assess perceived needs of the teachers of the deaf in the participating schools; b) to assess student variables such as age, and handicap(s); c) to assess availability of video equipment at each school; d) to gain an estimate of potential sample size; e) to obtain a feel for the educational-philosophical environment of participating schools; and f) to investigate potential teacher involvement in a summer workshop (production stage); a survey encompassing two approaches was conducted.

1. Questionnaire. Two questionnaires, one for potential teacher-participants and one for administrators were construqted. Copies of the questionnaire and some of the collected data are included in *Appendix B*.

   Feedback from these sources served as a screen for those segments which were to be viewed by the summer workshop participants.

   This input also provided data which aided in the construction of the teacher's manual, the pre/post test, and materials evaluation forms.

2. Site visitation. Each of the potentially involved institutions was visited by the principal investigator and/or the project associate during the spring of the year preceeding the study. Each visit included discussion of the proposed project with the administrator and/or the audio-visual specialist. Brief meetings with some potential teacher-participants and observations of children and classrooms were conducted.

In order to obtain additional expertise relating to the production and evaluation stages of the project, a visit was also made to Children's Television Workshop (CTW), the producers of Sesame Street. Discussion included testing procedures used during the evaluation of the first year of Sesame Street, CTW objectives for the Sesame Street programs, and production techniques.

A major effect of the visit to CTW resulted in the modification of the research questions which were posed in the original proposal. (See Appendix A) Initially, the educational package developed during this project anticipated inclusion of various Sesame Street segments in different media formats. That is, selected segments would be produced on 16 mm films, or on 8 mm film loops, or on video tape. However, due to various restraints, only the use of video tapes was authorized by CTW.

In addition, visits made to the New York State Educational Recordings Library by the project associate, a specialist in the education of the deaf, finalized the selection of appropriate segments to be viewed by teacher-participants during the summer workshop.

As a result of the questionnaire and the site visits, letters were sent to administrators of participating schools eliciting nominations of participants for the summer workshop.

Production Stage

The product of the project was to be an educational package which could be utilized by teachers of deaf children. The major processes included, a) a workshop on the State University College at Buffalo campus; b) the construction of a video tape series of selected segments of Sesame Street; c) the generation of a teacher's manual to accompany the tape; and d) the development of instruments to assess influence of tape utilization in the schools.

Summer Workshop

A four day summer workshop, conducted in Buffalo during June 28 - July 1, was attended by seventeen educators of the deaf who represented eight schools for the deaf in New York State. Included among the participants were fourteen classroom teachers, a psychologist, a researcher and an administrator (See *Appendix C-1*). Because of a workshop simultaneously in process at one of the schools for the deaf, that institution was not represented at this workshop.

A tentative workshop agenda was included (along with campus guides, housing accomodations, area entertainment facilities, CTW objectives, reimbursement requirements, etc.) in a packet mailed to the participants before their arrival. A copy of the actual agenda for each of the workshop is included in *Appendix C-2*.

As noted on the agenda, Dr. Peter Dirr, then of the Educational Recordings Library, discussed the editing and modification techniques which could be accomplished with the available tapes of Sesame Street programs and existing technology. Methods of notation for editorial modification were also discussed.

Patricia Hayes of CTW discussed the intentions of CTW when selecting and writing their objectives for the program series.

Since much viewing of Sesame programs was to be done during the workshop, Don Brennan of the Campus Communication Center, wherein the workshop was conducted, instructed the participants in the operation of the three video tape playback units which were available for the workshop.

With this background the participants began the selection of those segments of Sesame Street which were to be included in the educational package.

This session began with a brain storming session which centered around questions such as the following:

1. Being familiar with various teacher's guides and user's manuals, what are some of the good and/or bad features which you have observed?
2. Given the opportunity, what would you include in the construction of a guide or manual?
3. If you could produce a sequence of educational segments for deaf children, what would your product look like? What would be included? What would you make sure is not included?

The specific purposes of the workshop were then presented to the participants. They were:

1. to select those segments from available Sesame Street programs which are appropriate for educating young deaf children; and
2. to edit the selected segments, to suggest possible modifications, and to suggest educational supplements which would make the segments useful to the classroom teacher.

The participants then developed a checklist of criteria by which they would rate program segments. Following are the criteria utilized in the selection procedure:

1. Is the segment useful?
2. Can the teacher teach the same concept as well or better than the segment?
3. Are necessary materials available?
4. If time and materials were available, would the classroom teacher perform the activity?
5. Is the segment motivating?
6. Are better resources available?
7. Is there a preference to having the idea or concept presented by television rather than the teacher?
8. Is there value in exposing the children to different people or to fantasy (Big Bird, Muppets)?
9. Is there value in presenting relational experience with this particular segment? (reality with fantasy?; classroom with real world?).
10. Can the segment be used to teach more than one objective?
11. Does the segment lend itself to modification?
12. Does the segment hold the attention of the child?
13. Does the child actively participate with the segment? (Does he imitate - anticipate - sing along with the segment?)
14. Is the segment compatible with the method of instruction (manual - oral - combined) utilized in the schools?

To arrive at a consensus, many educational practices, theories and/or assumptions were discussed and many compromises were made.

As a result of the survey of teachers of the deaf completed earlier, the participants had a feeling for the needs of teachers in reference to what was desired to be taught. The problem was to select those segments which would assist in attaining the objectives noted in the survey. Each of the participants had copies of the objectives of CTW (See *Appendix* C-3) and, aided by the presentation of Patricia Hayes and survey feedback, was able to construct a list of priorities or needs.

Questions such as the following arose -

-Should children continually see adults (Buddy and Jim) in a failure situation? Since Buddy and Jim never solve a problem, does this reflection generalize to all adults?

-Should a child be frustrated by not observing a problem being solved?

-By being able to solve the problem before Buddy and Jim, are the children given reinforcement and a feeling of success or worth?

-Is the acting or gesturing on the Buddy and Jim segments strong enough to overcome the many long narrative or talking scenes?

-Do the characters face the camera often enough to allow lip reading?

-Should the puppets be included in the package since they obviously do not allow lipreading?

-Is the conceptual load and the vocabulary scope appropriate to young deaf children?

The result of this discussion was a tentative format for the educational package with ideas as to what should be included in the teacher's manual.

Accordingly procedures (See *Appendix* C-4) to be utilized during the screening of Sesame tapes were documented and a worksheet to be used during the screening was constructed. (See *Appendix* C-5)

The participants were divided into three groups which were formed by a stratified random procedure. That is, each of the methodological approaches for educating deaf children was represented by at least one member in each group.

Each group went to one of the video tape recorders (VTR) and monitors and viewed a specific segment. Each group viewed the segment, rated the segment according to the suggested criteria, and made suggestions for editing and modifications.

The group then rotated to the other two VTRs and repeated the process.

A discussion was then conducted for the purpose of establishing inter-group reliability. When the groups agreed that reliability had been established, each group proceeded to screen and rate segments of the program. To assure maintenance of reliability, the groups were brought together at various times during the screening and rating procedure.

As noted in the survey section of this report, the project associate had viewed all available Sesame Street programs from the first year of presentation. Using feedback from the survey and her own professional judgment, the project associate had selected approximately eighteen hours of Sesame Street segments which she felt might be included within the parameters of the project. These segments were re-taped and made available for the workshop.

The workshop participants viewed each available segment <u>at least</u> twice. The first viewing was done with the audio volume off. The purpose of this, obviously, was to simulate deafness. The participants then made decisions about segment relevancy, editing, and modifications. The segment was then reviewed as many times as was necessary to complete the screening and editings.

If questions arose within the group, aid from the other two groups was requested.

As a result of this screening procedure, the participants selected approximately 5 1/2 hours of segments to be included in the educational package. For each segment selected, precise instructions for editing (exactly when to start a segment, what to eliminate, when to finish the segment, etc.) were written. Suggestions for modifications were also included. For the most part, the modifications suggested were repetition of segments or portions of segments, use of captioning, and introduction of finger-spelling.

In addition, coding to CTW objectives (as perceived by the participants), related instructional activities and materials, and relevant suggestions for the teacher-user were included on the worksheets.

While the screening was proceeding, the participants were constantly reminded that a given segment might be utilized for more than one objective, and that viewing is a dynamic process. That is, the second time that a student views a segment, he could be viewing it for the same objective that he viewed it the first time. The repetition can then serve as a drill. Moreover, since the student is a different person for having viewed it previously, the same experiences can be more meaningful and/or could be applied to different situations or examples than were supplied after the first viewing.

On the other hand, the second viewing could be for an entirely different objective. For example, if a student viewed a segment to solve a problem, the succeeding viewing might be done to learn vocabulary words.

Ninety segments were viewed by the seventeen participants during the workshop. Twenty-five segments were judged to be useful as they were, 49 were rated to be useful with modifications, and 16 were judged to be not

appropriate with a young deaf population.

Recommendations for modification included deletion of portions of segments, some captioning, use of stop-motion, repetition of certain segments or portions thereof, and the addition of animation and fingerspelling in some instances.

Most of the time during the workshop was consumed by the screening and rating process.

Near the end of the workshop, the total group discussed the format in which the tapes would finally be sequenced. Among suggestions were to sequence the segments by objective (i.e. all letters segments together, all counting segments together, etc.) and to sequence by presentation technique (i.e. all animation segments together, all "live street scenes" together, etc.). The final decision, however, was to keep the magazine format which had proved so successful with the original Sesame Street programming. The participants felt that the fast movement and variety provided an intrinsic attention-holding device.

Another recommendation of the group was that a demonstration tape be included in the package, showing possible methodologies that could be utilized by classroom teachers when presenting the final tapes to the deaf students.

At the conclusion of the workshop, participants were asked to evaluate the workshop in writing. Those evaluations which were returned are included in *Appendix C-6*. Briefly summarized, the evaluations indicated that the primary objectives of the workshop were met. The major criticism was that the workshop should have been longer so that more refined editing could have been accomplished.

A point to be emphasized is that all suggestions in reference to selection, editing of tapes, modifications, related activities and materials, etc.-

in fact, any curriculum suggestions which effect deaf children - were submitted by teachers of the deaf. Project staff provided direction, technical assistance, and production expertise, but did not directly make any professional decisions regarding the effect on the education of deaf children.

The later production of the tapes and manuals were predicated on the input provided by the workshop teacher/participants.

Tape Production

Using the recommendation of the summer workshop participants to utilize the magazine format, the segments were divided into twenty mini-shows. Each mini-show contains 3 to 5 segments. The longest mini-show runs eighteen minutes and forty-five seconds, and the shortest mini-show runs eleven minutes and fourty-three seconds. A listing of each mini-show and its running time is contained in *Appendix D-1*.

An attempt was made to have a theme for each mini-show to determine which segments would be combined into specific mini-shows. For example, mini-show #10 contains four segments all relating to form recognition and relationships. Segment 1 is a computerized animation of a triangle and a square and emphasizes their physical and functional differences. Segment 2 is a film of Julio wearing his "magic" glasses. While Julio is outside walking, he hears specific sounds but is unable to see the cause of the sound until he puts on his glasses and the cause of the sound appears. Segment 3 contains three films about lions, giraffes, and rhinos. Family relationships are stressed. Segment 4 is a repeat of Segment 2 with the difference that segment 4 has captioning added.

Due to the variation in the segments and the criteria by which they

were selected, designing each mini-show around a central theme was not always possible.

Mini-shows 4 and 18 were composed of those segments for which fingerspelling modifications had been recommended. Each of these mini-shows was first developed in the standard manner and included in the package. In addition, a second copy of each of these shows was produced with fingerspelling superimposed on the screen wherever a word was captioned. These modified tapes were numbered 4a and 18a. Copies of these were included in the package that was sent to the two schools that utilized fingerspelling in their curriculum. An additional fingerspelled modified copy was kept at the Buffalo Research and Development Complex and was available for loan to any of the other seven schools.

Editing and modification of the mini-shows was accomplished at facilities of the State University system in Albany. However, due to lack of necessary technology, the recommendations for modification using stop-motion was not possible.

When the production of the twenty mini-shows plus the two finger-spelled mini-shows was completed in Albany, the tapes were forwarded to the Communications Center at the State University College at Buffalo. At the Communications Center the mini-shows were duplicated in sufficient quantity for the project. The duplication process was two-phased. Phase One included 1 inch duplicates for those schools that had 1 inch VTRs, and Phase Two included duplication of 1/2 inch tapes for those schools that had 1/2 inch hardware.

Each mini-show was packaged on a separate reel for easy handling by the user. Accordingly, each school received twenty tapes of the mini-shows with two of the schools receiving two extra reels containing the fingerspelled mini-shows.

Upon the recommendation of the summer workshop participants, demonstration tapes were developed. One of the workshop participants volunteered to conduct the demonstration classes. Two three-segment Sesame tapes were prepared to use with a summer school deaf class.* After review of the tapes and the writing of lesson plans based upon suggestions made during the workshop, two hours of classes utilizing the Sesame Street tapes and materials suggested during the workshop were conducted.

The demonstration tapes and lesson plans were edited by project personnel, and again sufficient duplicates were produced for project implementation. The edited tape has a running time of 13:30. This tape supplements the mini-show tapes previously produced.

Manual Production

A teacher's manual to accompany the mini-show was written by project personnel and printed at the Research and Development Complex. The manual was titled, Sesame and You: A Teacher's Helper.

Information for each of the mini-shows included the following items:

-Title

-Length of show

-Number of segments within the mini-show

-A general description of the mini-show

-A listing of all captions included within the mini-show

For each segment within the mini-show, the following items were included:

-A specific description of the segment

-The general objective(s) for which the segment could be utilized

-Specific objectives for which the segment could be utilized

*The demonstration class was conducted by Judith Spring at St. Mary's School for the Deaf in Buffalo.

-Uses of the segment (e.g. reading readiness, drill)

-Necessary Pre-teaching

-Related educational activities

-Related educational materials

[An example of a mini-show description is located in *Appendix D-2*]

A unique aspect of the manual was the inclusion of an appendix which contained an objective matrix. On the vertical axis of the matrix was a listing of each of the objectives which the workshop participants perceived to be relevant to the segments selected. Across the horizontal axis of the matrix was the type of format used in the video-segments; that is, live (e.g. street scenes), film (trips to the farm), puppets, animation, and captioned. In the grid formed by the intersection of the axis, the numbers of the mini-show(s) and segment(s) which related to an objective were listed under the appropriate format. (See *Appendix D-3*)

A teacher planning her lessons for the following day or week would, of course, have an idea what her objectives were. A glance at the objective matrix would allow her to see if any of the mini-shows included a similar objective. If there were a match, she could also tell the type of format used. If she were sufficiently interested, she could then read the appropriate mini-show descriptor and make a decision concerning the inclusion of the mini-show in her plans.

Also included in an appendix in the manual were the lesson plans and a description of the class utilized in the demonstration class tapes.

Pre/Post-Test Construction

During this phase a criterion test was constructed. This proved to be a difficult task because of the age of the students, their handicap(s), and

the varied teaching methodologies of the participating schools. Review of the literature relating to standardized tests for deaf children revealed two major findings: 1) standardized tests for young deaf children were few and far between; and 2) when tests were available, they tended to be unreliable. The difficulty, of course, lies in the communication problem. If a student did not answer a question correctly, is it because he didn't know the concept, or is it because he couldn't understand the communication mode?

For example, in a teaching situation with a non-handicapped child who is a poor or non-reader, giving him a written test in science is of little value. Since the child will not be able to answer because he cannot read the question, the examiner still doesn't know if the child has a grasp of the concept. Analogously, this is true for the deaf child.

To overcome the confounding communication problem, the test written for this project was competency oriented and depended little upon the expressive communication ability of the student. Responses to most questions required only that the child point to the answers in a multiple choice situation.

Keeping the pointing-to-answer format in mind, a 64 item test written over the objective categories covered in the mini-shows was written. Figure 1 indicates objective categories tested by each item.

| Objective Category | | Test Item Number(s) |
|---|---|---|
| Counting | (1) | 1 |
| Alphabet | (1) | 2 |
| Letters | (10) | 21,22,23,24,25,26,30,31,34,35 |
| Numbers | (16) | 3,16,17,18,19,20,27,28,29,32,33,36,59, 60,61,62 |
| Natural Environment | (14) | 4,5,6,7,8,9,10,11,12,13,14,15,63,64 |
| Relational Concepts | (6) | 41,42,43,44,45,46 |
| Classification | (12) | 37,38,39,40,47,48,49,50,51,52,53,54 |
| Problem Solving | (2) | 57,58 |
| Geometric forms | (2) | 55,56 |

Figure 1. *Test Items Classified by Objective Category*

Sample test items are included in *Appendix D-4*. Those examples demonstrate that the child need only point. In this type of question he need not be hindered by his expressive communication skill (or lack of it).

Since this was a competency based measure, the child either got a question right, or he got it wrong. There was no way that he could get 1/2 of an item right or wrong. The only question in interpretation might come with the communication problem due to the child's handicap(s). Accordingly, a response sheet was constructed so that the teacher could easily score the students' responses (See *Appendix D-5*). The teacher simply circled a (+) if the response was correct, a (-) if the response was incorrect, or circled the (?) if there were problems in communicating the question to the child.

A pilot run with 48 randomly selected deaf children produced a reliability of .93 using the K.R. 20 technique. However, as a result of this analysis and subsequent discussion with participating teachers, four questions were eliminated from the scoring. These four questions were numbers 47, 49, 50, 51. The scoring of the test for this study's purpose, therefore, included only 60 of the 64 items included in the test.

Evaluation Stage

The evaluation stage was included in the project to assess the effectiveness of the various formats or techniques utilized in the video tape packages. This was accomplished through the measurement of student achievement and of teacher evaluation of the package.

Procedures:

Sample. Originally, nine New York State schools for the deaf were to be included in the study. In fact, all nine schools did receive the educational packages developed for the project. However, one school was in the process of moving into new buildings during the period of the study. The video equipment and wiring were not operational during that period. Consequently, active participation in the study was not possible.

In addition, another school (which included 19 teachers and 119 students participating) took part in the study, but analysis of the data and discussion with some participants indicated that the data were contaminated due to some students being exposed to parts of more than one treatment. Therefore, only teacher data and control group student data were included in the study.

Consequently, the final sample included eight schools, 70 teachers, and 449 students.

Methodology

Using the objectives grid in the manual as the criteria, the following treatments were provided:

-Treatment I - Labeled 'live and film', this treatment consisted of exposure to segments of Sesame Street which consisted of those scenes

which were 'live' (e.g. the street scenes which included Ssuan, Gordon, and the children, etc.) and those scenes which were presented on film (e.g. trips to the dairy, to the farm, various forms of water, etc.)

-Treatment II - Labeled 'muppet and animation', this treatment allowed exposure only to those segments that were animated or included the use of the Sesame Street Muppets.

-Treatment III - Labeled 'captioned', this treatment allowed exposure only to those segments which included captioning - either that captioning originally included in Sesame or those segments with captions added during the modification of the video tape for the project packages.

-Treatment IV - Labeled 'all', this treatment allowed exposure to any or all of the available segments. No usage restrictions were placed upon subjects in this group.

-Treatment V - Labeled 'control', this group did not have access to any of the experimental tapes during the period of the study.

To offset the effect of the educational philosophy of the school, each treatment was conducted in each school.

Within each school, classrooms were placed within one of the following categories:

1. pre-school
2. lower primary
3. upper primary
4. ungraded special.

Placement within this type of category allowed some control of the student age variable. Use of traditional placement by grade level (i.e.

kindergarten, first, second, etc.) was not possible because of the various organizational structures and level terminology.

Using these categories, and a stratified randomizing procedure, classrooms were assigned to specific treatments. In other words, if fifteen classrooms from a school were participating in the study, five pre-school classes were randomly assigned to the treatments. Therefore, each treatment was utilized at that level in that school. The process was repeated for each level category. The numbers of students placed in each treatment as a result of the stratified random procedure is indicated in Figure 2.

| Treatment | N |
|---|---|
| I | 100 |
| II | 72 |
| III | 89 |
| IV | 75 |
| V | 113 |
| TOTAL... | 449 |

Figure 2. *Number of students assigned to each treatment group.*

All participating teachers attended a two hour workshop prior to the study. The purpose of the study and procedures to be used were covered during the workshop. The teachers were informed that the use of the Sesame Street video tapes were to be viewed as a supplement to their normal curriculum, and in no way was to be perceived as replacing their normal instruction or to be thought of as an isolated curriculum package.

Teachers were asked to prepare their lessons in their usual manner. They were then to look at the objectives grid in the manual to see if any of the material in the package included the same objectives that they wished

to teach during their classes. If so, they were asked to utilize the tapes from the educational package to introduce, to reinforce, or to assist in increasing motivation of the children to learn the objectives. Therefore, teachers used the package voluntarily and according to their perceived needs.

During the workshop, review of procedures for administering and scoring the pre/post test instrument was also included.

Resultingly, each teacher pre-tested each student individually. For a period of eight weeks the teacher had access to those taped segments available to her treatment group. During this eight week period, the teacher was allowed to have her class view as many of the tapes available to her as often as she wished and as she saw them to be pertinent and relevant. At the conclusion of the study, the teacher post-tested each student individually with the same instrument used for the pre-test.

Instrumentation

Each time the teacher utilized a segment, she was asked to complete the material evaluation form (*Appendix D-6*).

In addition, the completion of the study, each teacher was requested to complete the teacher attitude questionnaire (*Appendix D-7*). This questionnaire included semantic differential scales for the following concepts:

a. The Sesame and You manual.

b. Classroom use of materials

c. Students' reaction to materials

d. The pre/post test.

In addition, open-ended questions elicited information concerning topics taught during the period of the study; desired changes in the manual, tapes,

and pre/post test; opinions about the educational package; and opinions about the study in which they had participated.

The primary pupil instrument utilized in the study was the pre/post test described earlier. The sixty-four items in the test were written over the objectives included in the mini-shows. The test was designed so that a minimum of communication, especially student expressive communication, was necessary.

Consequently, the independent variable was exposure to those Sesame Street segments available to each of the treatment groups. The dependent variable was the child's raw score on the pre/post test.

Analysis

Statistical analysis of the pupil pre/post data and the teacher attitude questionnaire was completed utilizing the NYBMUL-Univariate and Multivariate Analysis of Variance and Covariance program written by Jeremy Finn. Computation was performed on the CDC 6400 computer system at the State University of New York at Buffalo. Pre-test scores and grade level categories were used as covariates in the analysis of pupil data.

The teacher material evaluation forms completed for each segment viewed were not analyzed statistically.

Results

Each of five treatment groups had access and exposure to one of the five treatments:

I. Live and/or film formatted segments

II. Animation and/or muppet formatted segments

III. Captioned formatted segments

IV. All segments regardless of format

V. None of the segments

Pupil Results

Results are predicated on pupil raw scores on the final version of the pre/post test constructed for this project. This version contained 60 test items.

The following analysis on the students' scores used grade level category (i.e. pre-school, lower primary, upper primary, and ungraded special) and pre-test scores as covariates.

A. Total test score analysis

The cell means and standard deviations of the five experimental groups are shown in Figure 3.

Observed Cell Means

| Treatment | PRETOT | POSTOT |
|---|---|---|
| 1 | 33.15000 | 38.60000 |
| 2 | 30.31944 | 36.00000 |
| 3 | 38.51685 | 43.56180 |
| 4 | 33.04000 | 39.46667 |
| 5 | 29.94690 | 34.60177 |

Observed Cell Standard Deviation

| Treatment | PRETOT | POSTOT |
|---|---|---|
| 1 | 12.92197 | 13.16561 |
| 2 | 15.52719 | 14.97980 |
| 3 | 10.09175 | 8.45974 |
| 4 | 14.06687 | 12.48927 |
| 5 | 15.27126 | 14.18597 |

Figure 3. *Observed cell means and standard deviations for student total scores on the pre and post tests.*

To answer the question, is there a difference between treatment groups in the total score, a univariate analysis of covariance (d.f. = 4, 449) between the four experimental groups and the control group produced an F of 2.60. This has significance at the .0355 probability level.

The difference between adjusted means are listed in Figure 4.

| Group | Group Adjusted mean | II 38.45188 | III 38.86687 | IV 39.35449 | V 37.07778 |
|---|---|---|---|---|---|
| I | 38.47915 | .02727 | -.38772 | -.87534 | 1.40137 |
| II | 38.45188 | | -.41449 | -.90261 | 1.37410 |
| III | 38.86687 | | | -.48762 | 1.78909 |
| IV | 39.35449 | | | | 2.27671 |

Figure 4. *Pair-wise differences between adjusted means of total scores.*

To answer the question, which of the treatment groups produced the greatest difference, Scheffè's test for multiple comparison between treatment groups indicated that the overall significance can be accounted for by the difference between group IV (all) and group V, the control group. This difference is significant at the .0033 probability level.

The next largest difference is between III (captioned) and group V (control) but this is not significant ($p < .19$).

Analysis of Figure 4 indicates that all experimental groups had means at least 1.37 points above the control group. Differences between experimental group means never were greater than .90 points.

B. Sub-test score analysis

Analysis was also performed on the students' raw scores for each treatment group according to the following sub-test categories:

1. letters

2. numbers

3. natural environment

4. relational concepts

5. classification

6. counting

7. alphabet

Observed cell means and standard deviations of pre and post test scores for each sub-test variable is reported in Figure 5.

Observed Cell Means

| | PRELET | PRENUM | PRENAT | PREREL | PRECLA | PRECNT | PREALP |
|---|---|---|---|---|---|---|---|
| 1 | 5.76000 | 10.89000 | 6.06000 | 4.70000 | 4.58000 | 13.53000 | 3.89000 |
| 2 | 5.54167 | 10.16667 | 4.73611 | 4.40278 | 4.16667 | 12.11111 | 3.69444 |
| 3 | 6.59551 | 11.89888 | 8.11236 | 5.31461 | 5.00000 | 15.48315 | 6.02247 |
| 4 | 6.09333 | 10.52000 | 5.62667 | 4.76000 | 4.61333 | 12.40000 | 7.36000 |
| 5 | 5.14159 | 9.36283 | 5.35398 | 4.63717 | 4.12389 | 12.16814 | 4.60177 |

| | PSTLET | PSTNUM | PSTNAT | PSTREL | PSTCLA | PSTCNT | PSTALP |
|---|---|---|---|---|---|---|---|
| 1 | 6.68000 | 12.19000 | 7.34000 | 5.21000 | 5.46000 | 14.22000 | 7.15000 |
| 2 | 6.33333 | 11.30556 | 6.73611 | 4.90278 | 5.01389 | 14.05556 | 6.22222 |
| 3 | 7.60674 | 13.24719 | 9.52809 | 5.51685 | 5.57303 | 16.40449 | 7.51685 |
| 4 | 7.01333 | 12.05333 | 7.89333 | 5.24000 | 5.06667 | 14.53333 | 10.02667 |
| 5 | 5.70796 | 10.76991 | 6.77876 | 5.01770 | 4.82301 | 13.06195 | 5.38053 |

Observed Cell Standard Deviations

| | PRELET | PRENUM | PRENAT | PREREL | PRECLA | PRECNT | PREALP |
|---|---|---|---|---|---|---|---|
| 1 | 2.57462 | 4.43333 | 4.39426 | 1.54069 | 1.68882 | 7.99552 | 5.67272 |
| 2 | 2.84797 | 4.91333 | 4.44368 | 1.87391 | 2.20115 | 7.37440 | 7.53142 |
| 3 | 2.31948 | 3.03407 | 3.92960 | 1.09332 | 1.53741 | 5.43581 | 9.60111 |
| 4 | 2.72215 | 4.48830 | 4.30516 | 1.82209 | 1.92349 | 7.44167 | 9.84425 |
| 5 | 3.14775 | 4.67528 | 4.61543 | 2.07907 | 2.13447 | 7.23077 | 8.75820 |

| | PSTLET | PSTNUM | PSTNAT | PSTREL | PSTCLA | PSTCNT | PSTALP |
|---|---|---|---|---|---|---|---|
| 1 | 2.58543 | 4.16502 | 4.61710 | 1.40198 | 1.70809 | 7.48680 | 8.84133 |
| 2 | 2.69585 | 4.58607 | 4.76783 | 1.60246 | 2.25484 | 6.72370 | 9.69568 |
| 3 | 2.04283 | 2.37545 | 3.34423 | .72476 | 1.62290 | 5.57942 | 10.07485 |
| 4 | 2.19023 | 4.06333 | 4.30139 | 1.40309 | 1.95444 | 6.49393 | 10.34405 |
| 5 | 2.84317 | 4.45214 | 4.56840 | 1.65282 | 1.96046 | 7.32082 | 9.39255 |

Figure 5. *Cell means and standard deviations for pre and post test scores of each treatment group on each of the sub-test variables.*

To answer the question, is there a difference between the four experimental groups and the control group on sub-test scores, multiple analysis of covariance produced an F value of 2.004. Probability of obtaining such an F due to chance (d.f.=28, 1552) is less than .015.

Univariate F's for each of the subtests are reported in Figure 6.

| | Variable | Univariate F | P Less Than |
|---|---|---|---|
| 1 | letters | 4.7879 | .0009 |
| 2 | numbers | 1.5606 | .1839 |
| 3 | natural environment | 2.3343 | .0550 |
| 4 | relationships | .4756 | .7537 |
| 5 | classification | 1.1726 | .3222 |
| 6 | counting | 1.7516 | .1377 |
| 7 | alphabet | 3.3488 | .0103 |

Figure 6. *F ratios for the treatment groups versus the control group for each of seven sub-test variables.* (d.f. = 4, 436)

To answer the question, which of the sub-tests produced significant differences between the experimental groups and the control group, analysis of Figure 6 revelas that letters (.0009), natural environment (.05), and alphabet (.01), were statistically significant whereas numbers (.18) and counting (.13) approached significance.

To answer the question, which treatment groups caused the differences in the sub-scores, multivariate anlaysis of covariance between the control and each experimental group (d.f. = 7, 430) produced significant F's between the control (V) and the live (I) group, ($p < .0178$) and between the control and the all (IV) group, ($p < .0012$).

To answer the question, in which of the subtests did these treatments make a difference, univariate F's (d.f. = 1, 436) were tabulated. Figure 7 includes the F values and probabilities for the Treatment I versus control

analysis and Figure 8 includes the F values and probabilities for the experimental group IV versus control analysis.

| | Variable | Univariate F | P less than |
|---|---|---|---|
| 1 | letter | .0419 | .8379 |
| 2 | numbers | .1455 | .7031 |
| 3 | natural environment | 4.3288 | .0381 |
| 4 | relationship | .0256 | .8731 |
| 5 | classification | 3.3819 | .0666 |
| 6 | counting | 2.1676 | .1417 |
| 7 | alphabet | 3.0598 | .0810 |

Figure 7. *F values and probabilities of equality of means of control group (V) and live group (I) (d.f. = 1, 436).*

| | Variable | Univariate F | P less than |
|---|---|---|---|
| 1 | letter | 14.8541 | .0002 |
| 2 | numbers | 5.3472 | .0213 |
| 3 | natural environment | 5.0323 | .0254 |
| 4 | relationships | .4096 | .5226 |
| 5 | classification | .4484 | .5035 |
| 6 | counting | 2.5174 | .1134 |
| 7 | alphabet | 6.5323 | .0110 |

Figure 8. *F values and probabilities of equality of means of control group (V) and 'all' group (IV) (d.f. = 1, 436).*

Analysis of Figure 7 indicates that the 'live' group produced a significant difference in the natural environment sub-test. The differences in classification (.066), counting (.1417), and alphabet (.0810) approached significance.

Analysis of Figure 8 indicates that the 'all' group produced significant differences in the letters (.0002), numbers (.0213), natural environment (.254), and alphabet (.0110)sub-tests. The results in the counting sub-test

approached significance (.1134)

However, since numbers was not significant in the 4 d.f. test (Figure 6), it is assumed that the significant difference here is attributible to chance.

Teacher Attitude Toward Materials

Separate from data pertaining to the dependent variable but relating to it, analysis of the teacher data was conducted on the teacher attitude toward materials scale. (A copy of the scale is located in *Appendix D-7*). The four variables in the scale are:

Sesame and You manual (Sesyou)

Use of materials (Usemat)

Student reaction to materials (Stumat)

Pre/post test (prepst)

Results are based upon the data returned by 62 teachers. Observed cell means and standard deviations are recorded in Figure 9.

Observed Cell Means

| Treatment Group | 1 SESYOU | 2 USEMAT | 3 STUMAT | 4 PREPST |
|---|---|---|---|---|
| 1 | 16.55556 | 13.72222 | 12.05556 | 24.83333 |
| 2 | 15.45455 | 15.00000 | 15.36364 | 27.00000 |
| 3 | 16.23529 | 14.17647 | 16.05882 | 22.00000 |
| 4 | 17.31250 | 15.37500 | 15.93750 | 27.75000 |

Observed Cell Standard Deviations

| | | | | |
|---|---|---|---|---|
| 1 | 5.238121 | 6.497108 | 3.857342 | 5.067196 |
| 2 | 4.865463 | 8.694826 | 9.922426 | 8.854377 |
| 3 | 5.142098 | 4.914714 | 5.355728 | 7.331439 |
| 4 | 5.498106 | 6.195428 | 6.627908 | 5.579725 |

Figure 9. *Observed cell means and standard deviations of teacher attitude toward variables.*

Each semantic differential had five adjective pairs and a range of 1 through 7, with the lower number being the positive adjective. Therefore the maximum score for a concept would be 35 and a neutral score for a concept would be 20. Accordingly, a mean below 20 would be positive while one above 20 would be negative.

To answer the question, was there a difference in attitude toward materials by the teachers in the treatment groups, multivariate analysis of variance (d.f. = 12, 146) produced an F value of 1.1450. This is not significant (.3288).

The univariate F values and their probabilities are reported in Figure 10.

| Variable | Univariate F | P less than |
|---|---|---|
| Sesame & You manual | .2909 | .8319 |
| Use of materials | .2196 | .8825 |
| Student use of materials | 1.5308 | .2162 |
| Pre/post test | 2.3995 | .0771 |

Figure 10. *Univariate F values and probabilities of teachers' attitudes toward materials in the educational package (d.f. = 3, 58).*

The results in Figure 10 indicate that there were no significant difference between treatment groups on the teachers' attitude toward any of the variables tested.

Selected teacher reactions to the open-ended questions on the attitude scale are reported in *Appendix E*. Here again, brief analysis indicated that the same types of comments were made across treatment groups.

Conclusions

The purpose of this study was to investigate the effects on deaf children of teacher suggested modifications in the formatting of Sesame Street segments.

The formats (and therefore the treatments) utilized were:

I. Live and film segments

II. Animation and muppet segments

III. Captioned segments

IV. All types of format

V. Control - no access to tapes

Using students' scores on a test written to cover objectives taught by the available segments, and utilizing grade level and pretest scores as covariates, results indicate that viewing Sesame Street segments in a classroom for the deaf produced a larger gain than those not viewing Sesame segments. Figure 4, which contains the adjusted mean of each of the groups, shows that the lowest adjusted post mean was 37.07778, which was that of the control group. Figure 11 gives the means in ranked order.

| Group | Adjusted mean |
|---|---|
| V - control | 37.07778 |
| II - animation & muppet | 38.45188 |
| I - live & film | 38.47915 |
| III - captioned | 38.86687 |
| IV - all | 39.35449 |

Figure 11. *Adjusted means for each treatment group.*

Analysis of Figure 11 reveals that the differences between each of the different treatment formats (group I, II and III) are very slight. Treatment

IV, the all group, had the highest adjusted mean, 39.35449.

Analysis of covariance indicated that the only significant difference between means was between group IV (all) and group V (control).

Therefore, it can be seen that although exposure to Sesame Street segments aided the deaf child, the format was not significant. That is, watching segments, whether the segments were of the animation and muppet format or of the captioned format, produced a gain score higher than that of the control. However the only statistically significant gain was that produced by the children who had opportunity to view any or all of the formats.

If the value of formatting is to be estimated, the ranking in Figure 11 is suggested.

A secondary question centered on the effects which the treatments had on the sub-test scores. Analysis of covariance indicated that there was a difference between the four experimental groups and the control group that was significant at the .015 level. Further analysis revealed that most of the difference was accounted for by the letters, natural environment, and alphabet sub-tests. Specifically, most of the variance in these sub-tests were attributable to the difference between group I and group V on the natural environment sub-test, and group IV and group V on the letters, natural environment, and the alphabet sub-tests.

If one were wondering which of the formats to use in order to most effectively teach specific sub-test skills, especially letters, natural environment and alphabet skills, the answer again would be exposure to group IV treatment, the all group.

According to the measured attitudes of teachers towards materials

utilized in the study, it was found that the materials were not biased toward the users in any of the treatment groups. Analysis of variance indicated no significant differences between treatment group teachers. This finding strengthens the result of the rest of the study.

Analysis of the observed means for the attitude scale (Figure 9), indicates that the teachers had a favorable reaction to the Sesame and You manual (mean = 16.4), and felt positively toward the use of the materials in the educational package (mean = 14.5), and that they perceived that their students' reaction to the materials was also positive (mean = 14.7). However, the teachers felt negatively about the pre/post test (mean = 25.4).

Analysis of the answers to the open-ended question contained in the scale expands upon these findings. (See *Appendix E*). In general, the manual and the tapes (question 2 and 4) received favorable comment. Specific recommendations (e.g. answer problem-solving problems, re-direct camera to film close-ups of mouth for aid in lip-reading) are quite helpful. The pre/post test (question 3) comments typify two situations:

a. The test was both too easy and too difficult, etc. That is, conflicting answers like those mentioned indicate the problem of writing a single test for a range of student abilities which is to be used in schools with varying philosophical approaches; and

b. The failure by teachers to appreciate the research design and research procedures. That is, granted that other factors influenced the child during the period of the study (i.e. the teacher) the fact that differences do exist between groups can be attributed only to the controlled variable, the treatment, since other factors would have to be considered randomly assigned.

However, the consensus of the teacher opinion was that the pictures should be larger and therefore more clear. One suggestion was that the test be constructed in a loose-leaf manner and approximately that size.

Picking up on point b) above, leads to the limitations of the study.

Limitation 1 - Control over amount of Sesame Street that was watched by the children outside of the classroom.

Many of the children obviously had access to television sets at home or in the residential schools after school hours and on weekends. There was no practical way of controlling Sesame Street viewing by study participants when not in the classroom.

There are two points to be considered: a) Children's Television Workshop was broadcasting its third year of Sesame Street during the period of the study. The tapes utilized in the project were segments selected from the first year of Sesame Street. Therefore the objectives of what was available to the children after school were not congruent with the objectives of the material presented in the proejct; and b) with 449 students assigned randomly to five treatment groups, it has to be assumed that any viewing of Sesame Street outside the classroom situation would also be randomly spread across treatment groups. The fact that differences in student scores existed inspite of the fact that students might also have viewed Sesame Street at home actually strengthens the findings of the study.

Limitation 2 - Control over teacher usage of segments in the classroom.

Some of the stipulations in the teacher involvement in the study was that they would in no way be forced to use Sesame Street in their classes, nor would they have to change their curriculum to fit the objectives, nor

would they have to use the segments in any prescribed manner if they chose to utilize the tapes. To the contrary, teachers were asked to teach their normal curriculum, and were allowed to use the tapes on an optional basis as the objectives of the segments paralleled the teacher's desired objectives. The tapes were to be used to supplement the teacher's regular curriculum. The only restriction placed upon the teacher was that, during the period of the study, each teacher had access only to those segments that were assigned to the teacher's treatment group. A tighter research design might have been possible if controlled techniques or usage were prescribed for participating teachers. Answers to question 1 in the teacher attitude scale (See *Appendix E*) indicates that the tapes were used in a wide variety of ways for a wide variety of purposes. The fact that treatment differences were distinguishable in the normal classroom situation rather than a contrived situation again strengthens the findings of the study.

Limitation 3 - Language handicap(s) of the target population.

As indicated on page 3 of this report, the hearing handicap of the students, the concurrent problem of communicating with the children, and the lack of valid, reliable instruments for measuring the abilities of deaf children caused inherent problems in measuring student achievement.

Limitation 4 - Philosophy of educating deaf children.

Because the schools involved in the study used different methodologies (e.g. speech-reading, fingerspelling, signing, cued speech, etc.), the materials in the package had to be somewhat less concise than might have been possible if only schools using a particular teaching method were utilized in the study design. For example, the directions in the pre/post test manual could have been more specific. As it was, such phrases as "Say seven

verbally and have the child point to the correct figure" implies that manual techniques for "saying" seven would be utilized in one school whereas the child might lip read seven in another school. However, since the same person administered the pre and post test to any given child, this limitation was somewhat ameliorated for research purposes. This did not, however, block the teachers from commenting about imprecision in the test wording in their open-ended answers concerning materials.

Implications and Recommendations

The statistical data and the comments of participating teachers in this project suggest:

1. that educators of the deaf consider the effect of specific techniques utilized by the Sesame Street producers. Specifically, the use of "Henson" type presentation of letters and numbers proved to be somewhat beneficial to deaf children. Now that Sesame Street is stressing the sounds of letters rather than letter names, thus fitting more precisely with pedogogical techniques, the advantages of animation should be even greater;
2. that educators of the deaf consider proper utilization of puppets for teaching purposes. Because of the obvious limitations for lipreaders, teachers of the deaf generally expressed negative concerns about puppet usage. However, results of this study indicate that the puppet/animation treatment group scored higher than the control group and that the difference between the puppet/animation group and the live/film group were almost nonexistant. Granted that puppet usage for teaching language acquisition skills would

be very limited, proper utilization for demonstrating problem solving and relationships might well be handled by this format. The interest and attention-holding power of the puppets seem to outweigh disadvantages;

3. that educators of the deaf investigate the educational effect of captioning. Teachers of the deaf generally indicated positive expectations of captioning. Data from this study reveals that while being more effective than the control group, the captioning treatment produced results which varied only slightly from those of the animation/puppet treatment.

   Many films have been and are being captioned for use by deaf children. However, a literature survey revealed a dearth of research relating to the effect of captioning on the learning of deaf children. The need for research on captioning, not only in the area of primary education, but also at higher grade levels and in various content areas is recommended;

4. that further interaction with Children's Television Workshop be initiated. Two directions are recommended:
   a. that personnel with expertise in the area of deaf education be consulted in the original production of Sesame Street shows. This could result in modification of the original shows so that they would be more beneficial to a deaf audience; and
   b. that more recent Sesame Street segments (i.e. from years II and III) be made available for modification for specific audiences;

5. that the manual, Sesame and You, which was produced for this project

be revised and updated to include recommendations of the teachers and to include related materials which have been recently produced;

6. that investigation in the area of educational testing of deaf children be expanded. Because of communication problems, most available standardized tests are not appropriate for this population. In addition, the norms published with most commercially available tests do not aid educators in diagnosing or in measuring achievement by deaf children. The test constructed for this project used the performance or competency model. The emerging field of criterion referenced testing appears to offer potential for improved diagnosis and measurement of learning by deaf children; and
7. that further investigation of the effects of classroom television utilization be conducted. As with the non-handicapped, the potential source of visual stimuli available to the deaf through television is virtually limitless.

# APPENDIX A

## Project Proposal

Project No. _____ Dept. Use Only

Grant No. _____ Dept. Use Only

# SPECIAL PROGRAM ADMINISTRATIVE AND SUPERVISORY POSITION DESCRIPTION

1969-70 Funded Projects

Form FA-50 (3/69)

## INSTRUCTIONS

Submit 3 copies of this form for each professional level administrative or supervisory position listed in project budget forms FA-10 (Proposed Budget for the Operation of a Federal Project) and FA-110 (Proposed Budget for the Central Administration of a Federal Program or for Special Research Grants). The appropriate position description reports should be filed with the Federal project budget packet (FA-10 or FA-110) being submitted to the New York State Education Department.

Name of Agency Administering Project St. Mary's School for the Deaf

Project Title Utilization of Sesame Street Materials with a Deaf Population

Title of Position (as listed on Proposed Budget) Project Coordinator

Name of Present or Proposed Incumbent David Sylves

Name of Immediate Supervisor Dr. Kenneth Cross

Salary $ 2,832.00

Percent of Time Devoted to Proposed Budget Activities 100 %

Description of Duties:
Proposed Budget Activities:

1. The direction of a four-day workshop for 18 teachers of the deaf from nine schools in the state. Salary, travel vouchers, housing arrangements, and coordination with the Communication Center personnel are necessary adjuncts of the workshop;

2. The writing and taping of a demonstration class to be included in the educational package;

3. The re-writing and standardization of the workshop's recommendations for modification, editing and format of the selected Sesame Street segments;

4. The forwarding of the recommendations to the Educational Recordings Library and coordination with Albany, in the production of the video package;

5. The compilation and re-writing of workshop output which is to be included in the user's manual;

7. Construction of a research design to study the effect of treatment variables;

8. At least two visits to participating schools to overview the implementation of the educational package in the classroom;

9. Planning and construction of evaluation devices to be used by the participant teachers;

10. Collection of the tapes and guides and evaluation forms at the completion of the study;

11. Statistical analysis and interpretation of results of the mini-studies;

12. Writing of final report to include research results plus research questions generated by this project, as well as recommendations for refinement of the educational package and procedures;

13. Writing of a proposal for the second year of the study;

14. Overall coordination of the participating schools, Albany and the Buffalo SEIMC relating to activities of the project.

The coordination of the participating schools in the implementation of the educational package developed for deaf children will include at least two visits to each of the schools to obtain continuous feedback evaluation of the mini-studies and to aid teachers in the proper use of the materials.

Consultation with experts in the field of deaf education and with programers and statisticians for development of a research design may also be necessary.

STATE UNIVERSITY COLLEGE AT BUFFALO

REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

1300 Elmwood Avenue
Buffalo, New York 14222

# Utilization of Sesame Street Materials With a Deaf Population

## Purpose

To evaluate the educational effectiveness of selected segments of Sesame Street for pre-school and primary age deaf children.

## Rationale

During the past several years educators have been attempting to capitalize on the relatively large amount of cognitive development of pre-school and early elementary children.

Thorndyke postulated an intelligence growth curve according to which approximately half of mature intellectual status is attained by age three. More recently Bloom stated a similar conclusion, placing the midpoint of attainment of adult intelligence at age four. However, since the growth curve is negatively accelerating with time, the curve tapers off in middle adolescence and continues slowly after that.

Another point of view offered by Cattell states that intelligence has two components, one a "crystallized" and the other a "fluid" component. The "crystallized" component appears to be a skills or process category and is stabilized by the age of five or six. The "fluid" component is product or content saturated and can be modified throughout life. Obviously, if the "crystallized" or skill component is to be influenced by education (if indeed it can be) this must be accomplished at an early age.

In addition, studies by Lenneberg involving handicapped individuals suggest that language acquisition is a biologically determined skill which occurs during a specific period of development, this being age two to five.

He implies that if language ability is not acquired by the completion of this period, its acquisition seems doubtful.

Therefore specific education at an early age seems not only appropriate but mandatory. Several programs such as Headstart and Early Push have attempted to close the experience gap between culturally advantaged and disadvantaged children.

Another attempt to reach and teach this age group has been Sesame Street, an educational television program produced by Children's Television Workshop. Sesame Street has the advantage of having a nation-wide audience in school, in the home, or in small informal groups conducted by lay people. Its audience acceptance was phenomenal.

Early results of the educational value of Sesame Street showed "excellent educational impact" especially with disadvantaged children. The report of the Educational Testing Service stated that those who viewed the program showed greater gains in learning than those who did not.

A strong feature of the program is its emphasis on visual manipulation of letter, numbers, and spatial concepts as well as the visual introduction of the social environment. Its technique of commercial selling of knowledge and its emphasis on rhythmic presentation and repetition were strong motivational factors for getting young children involved.

The use of Sesame Street materials with handicapped children has not been adequately explored. Inasmuch as the material developed for the program is of high interest value, and since various segments of the program are likely to be appealing and instructive to children with a wide range of characteristics, an investigation of the materials with specific populations seems desirable.

An earlier project of the Regional Special Education Instructional Materials Center in conjunction with the Lexington School for the Deaf and the New York State Educational Recordings Library, viewed fifty hours of Sesame Street and divided the program into 438 segments. Further viewing indicated that possibly

sixty to seventy of these segments might be appropriate for use with deaf, hard of hearing, and/or multiply handicapped children.

It is therefore the purpose of the present project to evaluate the hypothesis that Sesame Street does, in fact, have educational value in areas of concern for the young deaf child.

As a result of this first year exploratory study, it is expected that insights and recommendation for further study will be generated. Methodology and content for use with deaf children other than this project's target age might seem necessary. Research into presentation format (video tape, 8mm film loop, 16mm film, black and white, color, etc.) and type of modification of materials for the deaf (captioning, insertion of manual communication stimuli, insertion of a commentator for lip reading, etc.) might be seen as desirable. If this project shows that Sesame Street does have educational value, research into specific significant segments and refinement of techniques used could provide valuable information.

Objectives

1. To survey the educational needs of teachers of young deaf children.
2. To establish criteria for selection based upon objectives provided by Children's Television Workshop and the teacher survey.
3. To view and select appropriate segments of Sesame Street to fulfill the educational objectives indicated as needs.
4. To modify these segments, through captioning or other techniques, as deemed necessary by teachers of the deaf.
5. To write a study guide or manual to be used by teachers to supplement the Sesame Street segments.
6. To code the segments for future inclusion in a Computer-Based Resource Unit.
7. To disseminate the materials to cooperating schools for the deaf.

8. To provide evaluation of teacher reaction and of student achievement and reaction to selected statements.

Procedures

The project is to be divided into three phases:

Phase I will include a survey of needs and selection of materials;

Phase II will be constituted by the editing, packaging, planning for dissemination and evaluation, and the dissemination of selected segments to the cooperative schools;

Phase III will be composed of the implementation and evaluation of the segments in the schools.

Phase I - May 17, 1971 - July 9, 1971

A survey of the schools for the deaf in New York State is to be conducted during the week of May 17th. The purposes of this survey are:

1. To define the specific population of students to be used in the study.
2. To determine needs and desires of teachers of the deaf in reference to the use of Sesame Street segments.
3. To obtain information about the class size and organization of the schools to aid in developing a study design.
4. To determine the availability of media materials which might be used in the project.
5. To obtain information to aid in the selection of participating teachers in the summer workshop.

The second component of Phase I will be the tentative selection of fifty to sixty Sesame Street segments which appear to fulfill the objectives of the Children's Television Workshop and also meet the requirements of the interviewed teachers. Dr. Peter Dirr of the Educational Recordings Library will be notified of the selection so that he will be able to make video tapes of these segments

available for the summer workshop. This notification is to be completed prior to June 1st to allow ample time for the production of the tapes.

The third component of Phase I will be a four-day workshop to be held in early July at the Regional Special Education Instructional Materials Center in Buffalo. Participants will include fifteen to eighteen teachers of the deaf. These teachers will be selected from information gained during the prior survey stage. There will be representatives from pre-school, primary and multiple handicapped classes. Teachers will come from each of the schools that will be cooperating in the project.

The objectives of the workshop participants will be:

1. To view the Sesame Street segments and categorize them as
   (a) appropriate for use with deaf children in the target age;
   (b) not appropriate for use with deaf children in the target age; or
   (c) appropriate for use with deaf children in the target age but needing modification.
2. To recommend appropriate modification for those designated segments. This modification might include editing, captioning, insertion of visual sequences for oral or manual "reading" to be done by the student viewers.
3. To categorize and sequence the segments for maximum learning.
4. To define criteria for selection of materials.
5. To code the segments, according to Children's Television Workshop and teacher objectives, for future inclusion in a Computer-Based Resource Unit.
6. To compose a manual or study guide to help the teacher in utilizing the segments to maximum advantage.
7. To select a format (video tape, 8mm film cassette, etc.) for the segments.
8. To suggest methods for teacher rating of the materials as they are being used.

The agenda of the workshop will approximate the following schedule.

First Day -

A.M. - Familarization with (1) purposes and goals of the workshop, (2) objectives of Children's Television Workshop and teacher recommendations in the survey, and (3) plant layout and operation of materials.

P.M. - (1) Define criteria for selection of materials. (2) View Sesame Street segments and evaluate them as being useful, not useful or useful with modification

Second Day -

A.M. - Continuation of viewing and evaluation of segments.

P.M. - (1) Recommendations for editing of those segments designated as being useful with modification. (2) Suggestions for sequencing of selected segments. (3) Suggestions for methods of teacher rating.

Third Day -

A.M. - (1) Classifying segments according to educational objectives. (2) Compilation of study guide or teacher's manual to include objectives, suggestions for use, accompanying activities and rating sheets.

P.M. - Compilation of manual

Fourth Day -

A.M. - (1) Compilation of manual. (2) Encoding objectives for possible use in a Computer-Based Resource Unit.

P.M. - (1) Completion of manual. (2) Selection of format of final product.

The compilation of the products of the workshop will be completed by the project coordinator and the resulting recommendations will be forwarded for production.

Note: With the exception of the workshop, the components of Phase I have already been funded, and therefore are not included in the project budget.

Phase II - July 12, 1971 - October 31, 1971

This phase will include several components, many of them simultaneous.

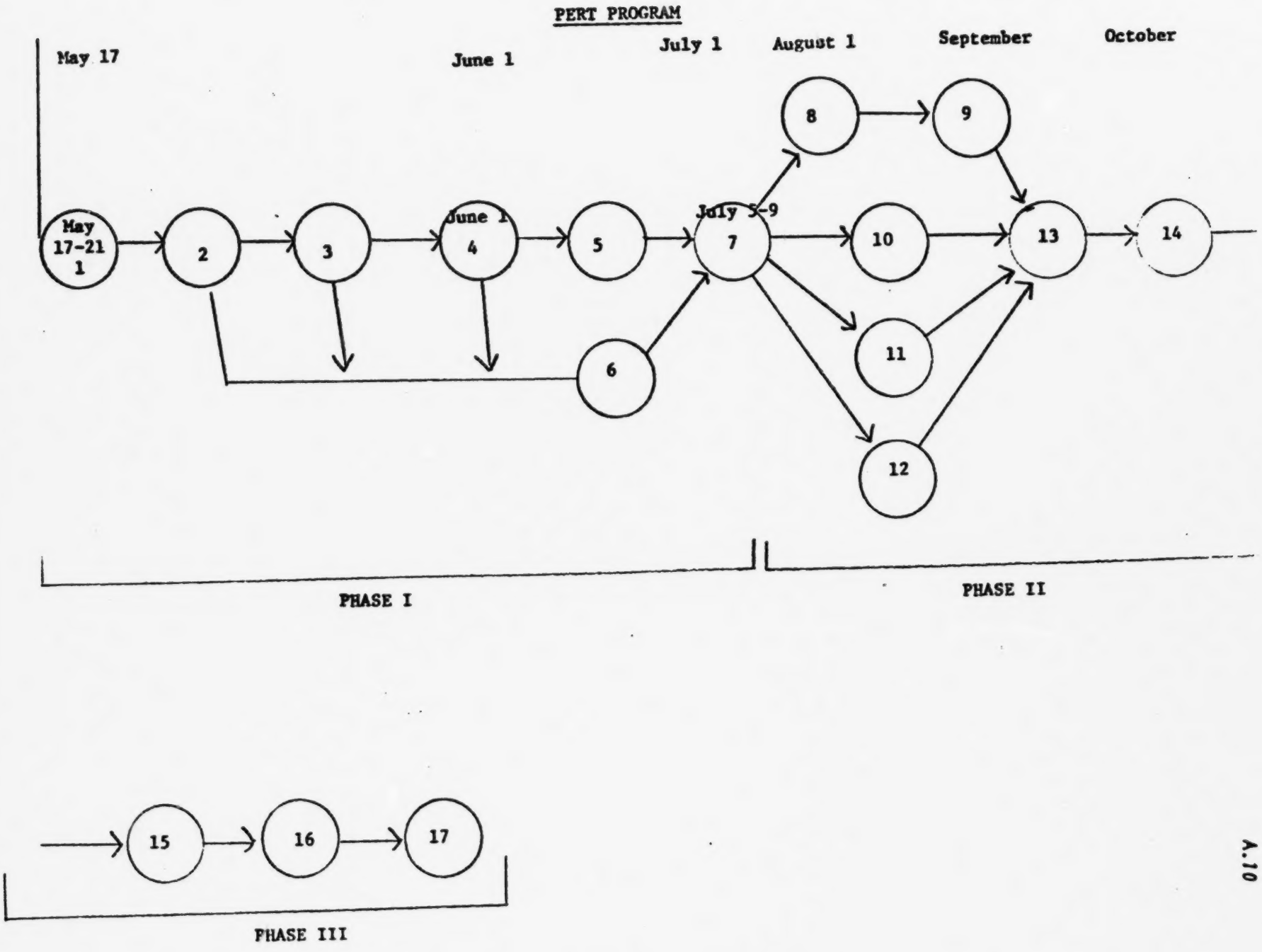
1. Production of sufficient quantities of films or tapes for use in each of the cooperating schools. The selections and modifications will have been recommended in the workshop. Present plans call for production by Educational Recordings Library personnel but portions may be sublet.
2. Production of teacher's manual.
3. Planning for dissemination of materials.
4. Planning for evaluation of materials. Construction of rating scales and/or tests.
5. Dissemination of materials.
6. Workshops at each of the cooperating schools to familiarize teachers with procedures and materials.

Phase III - November 1, 1971 - June 30, 1972

Phase III will have two major components:

1. Implementation of materials to the schools.
2. Evaluation of the project.

Based on activities of the first year, plans will be executed during the project for future research for generation of new ideas, follow up on research questions produced by the program, and possible refinement of the products of this project.


PERT PROGRAM
May 17
June 1
July 1
August 1
September
October
May 17-21
1
2
3
June 1
4
5
July 5-9
7
8
9
10
11
12
13
14
6
PHASE I
PHASE II
15
16
17
PHASE III

1. Survey of schools.
2. Compilation and interpretation of survey.
3. Selection of appropriate segments of Sesame Street.
4. Forwarding of recommendation to Educational Recordings Library.
5. Production in Albany of tapes for workshop.
6. Finalization of planning for workshop.
7. Workshop in Buffalo.
8. Forwarding of recommendations to Educational Recordings Library.
9. Production of educational package.
10. Writing and production of teacher's guide.
11. Planning for dissemination of materials.
12. Planning and development of evaluation devices.
13. Dissemination of educational package.
14. Workshop in each of the cooperating schools.
15. Implementation of materials in the schools.
16. Evaluation of project.
17. Project termination date.

Project No. _____
Dept. Use Only

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

LEO A. SOUCY
Assistant Commissioner for
School Services

DIVISION FOR HANDICAPPED CHILDREN
ANTHONY J. PELONE, Director
RAPHAEL F. SIMCHES, Assistant Director

BUREAU OF SPECIAL PROGRAMS FOR THE HANDICAPPED
ZELDA KAYE, Chief

Federal Aid Unit 518: 474-6800
Severely Handicapped Children Unit 518: 474-7116

## DESCRIPTION OF PROJECT PROPOSAL UNDER PUBLIC LAW 89-313

Provide information directly on these sheets. Use additional sheets if necessary.

Project Title Utilization of Sesame Street Materials With a Deaf Population

Legal Name of Applicant Agency St. Mary's School for the Deaf

Please complete and forward 8 copies of these sheets following the indicated format and providing all information requested below.

A. Describe proposed curriculum to be funded under this project.

Film or videotape package plus instructional manuals using selected segments of Sesame Street will be made available to meet requested needs of teachers of pre-school and primary age deaf children. Nine schools for the deaf in New York State will cooperate in this project.

B. Number, age span, type or types of handicapped children served within project; criteria in selection of such children.

Approximately 500 three to eight year-old deaf children. Criteria is developed by cooperating schools.

C. Objectives of project in terms of the needs of participants.

The broad objectives for this project are in accordance with the objectives originally established by Children's Television Workshop for the production, Sesame Street, but with necessary modifications for communicative value for the target population:

"1. The child can recognize such basic symbols as letters, numbers and geometric forms and can perform rudimentary operations with these symbols.
2. The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiring and problem solving.
3. The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.
4. The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view; begins to see the necessity for certain social rules, particularly those insuring justice and fair play."

D. Nature and qualifications of professional and para-professional staff to be employed in project, including their duties within project, academic preparation, earned degrees, teaching experience, areas of certification and certification number.

Project Coordinator -

David Sylves, Ed.D. Duties - to coordinate the activities of administrators and teachers of the nine cooperating schools, of Educational Recordings Library and of Special Education Instructional Materials Center towards the completion of the project.

Teachers

Participating teachers of the deaf are employed by the cooperating schools and meet requirements of the particular school and New York State.

Eighteen of these teachers will be employed in a workshop to select relevant segments form Sesame Street and develop guidelines for use in the form of a manual.

The specific teachers to be involved are not known at this time.

E. Plans for evaluation of this project proposal. In addition, if this project is being continued from the previous year, indicate what modifications, if any, have been made in the light of the previous year's evaluation.

Evaluation will be made specific as a resulting outcome of the workshop which will determine the specific objectives for the project for this year.

F. Dissemination activity (for example, publicity through newspapers, brochures, meetings, etc.) to be carried out in connection with this project.

An interim report will be forthcoming upon the introduction of the project into the schools to Children's Television Workshop, the Educational Recordings Library and thru the Special Education Instructional Materials Center network.

G. Beginning and ending dates of project.
July 1971 thru June 1972

H. Daily and/or weekly schedule for the participation of children in this project.

The participating teachers will have a six-month period (November 1971 to May 1972) to use the materials at their own discretion.

I. Describe type, size and location of facilities (buildings, rooms) to be used for this project.

The pre-school and primary classrooms of the nine schools for the deaf in New York State:

Lexington School for the Deaf
26-26 75th Street
Jackson Heights, New York 11370

Mill Neck Manor School for the Deaf
Box 12, Frost Mill Road
Mill Neck, New York 11765

Rochester School for the Deaf
1545 St. Paul Street
Rochester, New York 14621

New York State School for the Deaf
713 North Madison Street
Rome, New York 14621

New York School for the Deaf
555 Knollwood Road
White Plains, New York 10603

St. Mary's School for the Deaf
2253 Main Street
Buffalo, New York 14214

I. Describe type, size and location of facilities (buildings, rooms) to be used for this project. (continued)

Cleary School for Deaf Children
301 Smithtown Boulevard
Ronkonkoma, New York 11779

St. Joseph's School for the Deaf
1000 Hutchinson River Parkway
New York, New York 10465

St. Francis de Sales School for the Deaf
701 Carroll Street
Brooklyn, New York 11215

J. Plan, if any, for participation of parents.
None

K. Describe how requested equipment is to be used. (Item 1230 in Proposed Budget)
None

## APPENDIX B

B-1 Teacher Questionnaire (with some data reported)

B-2 Administrative Questionnaire

B-3 Compilation of some administrative data

STATE UNIVERSITY COLLEGE AT BUFFALO

REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

1300 ELMWOOD AVENUE

BUFFALO, NEW YORK 14222

# TEACHER QUESTIONNAIRE

(TO BE USED AS INPUT FOR SESAME STREET PROJECT)

I. NAME_____

INSTITUTION_____

II. Could you briefly describe your class(es) for next year? (student age, handicap, class size, etc.) What types of communication is used in your classroom?

III. Below are listed broad objectives of Sesame Street. Would you indicate those that might be of benefit to you? (Modification might include use of captions or inserts of fingerspelling, etc.) Further explanation of objectives are found at the end of the questionnaire.

| Symbolic representation | useful | not useful | useful with modification |
|---|---|---|---|
| 1. letters | 30 | 03 | 44 |
| 2. number | 37 | 01 | 39 |
| 3. geometric form | 35 | 02 | 40 |
| **Problem Solving** | | | |
| 1. inference & causality | 25 | 10 | 38 |
| 2. anticipation | 25 | 09 | 37 |
| 3. attitude toward problem solving | 23 | 08 | 43 |
| **Perception** | | | |
| 1. visual discrimination | 38 | 02 | 38 |
| 2. auditory discrimination | 15 | 21 | 38 |
| 3. relational concepts | 25 | 03 | 46 |
| 4. classification | 31 | 01 | 43 |
| Social environment | 35 | 02 | 37 |
| Physical environment | 34 | 01 | 38 |

IV. Sesame Street makes use of various techniques of presentation. What is your reaction to them?

| | Useful | Not Useful | Useful with Modification |
|---|---|---|---|
| Animal Films | 39 | 01 | 34 |
| Buddy and Jim | 11 | 10 | 31 |
| Puppets (muppets) | 08 | 31 | 30 |
| Live animal sequences | 48 | 02 | 21 |
| Animation | 27 | 06 | 34 |
| Oral reading of books | 05 | 32 | 31 |
| Street (Home) scenes | 28 | 06 | 33 |

V. Have you previously used Sesame Street? If so, how and to what extent?

VI. Assuming availability, what format of Sesame Street materials would you prefer? Please rank 1-3, with 1 being first choice.

| | rank | 1 | 2 | 3 |
|---|---|---|---|---|
| Video tape | # | 24 | 12 | 24 |
| 16 mm film | # | 18 | 23 | 17 |
| 8 mm film cassette | # | 22 | 22 | 17 |

VII. In late June or early July, we will conduct a four-day workshop at the State University College at Buffalo to select specific Sesame Street segments and to make recommendations for their use. Teachers will be paid a stipend of $40. per day plus travel expense.

Would you be interested in participating in the workshop?

Yes_____

No_____

ADMINISTRATIVE SURVEY

(TO BE USED AS INPUT FOR SESAME STREET PROJECT)

NAME_____

POSITION_____

INSTITUTION_____

For the purpose of implementing the Sesame Street Project, please answer the following.

I. Availability of equipment for 1971-72 school year

| | available | not available |
|---|---|---|
| Video tape player | _____ | _____ |
| 16 mm projector | _____ | _____ |
| 8 mm cassette projector | _____ | _____ |

II. Personnel - This project is designed to include pre-school and primary children.

A. How many teachers would be involved? _____

B. How many students would be affected? _____

C. How many groups or classes would be included? _____

D. The average size of the group is? _____

E. How are the groups or classes organized? (age, grade, handicap, etc.?) _____

F. Of those students involved in the project,
How many would be residential? _____
How many would be day students? _____

G. What are the types of pupil handicaps in your institution? How do you define each handicap?_____

III. Has there been previous use of Sesame Street in your school? If so, how and to what extent?

IV. What is the general philosophy of education of the deaf at your school?

| School | Available Equipment VTR | 16mm | 8mm | Number of Teachers | Number of Students | Number of Groups | Average Size of Group | Day | Res. | Groupings in class Handicap deaf | mh | 2nd lang. | Previous use of Sesame Street Yes | No | Philosophy Cued Oral | Speech | Manual | Combined |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CLEARY | | X | | 7 | 55 | 7 | 8 | 55 | | X | | | | X | X | | | |
| WHITE PLAINS | X | X | X | 8 | 80 | 8 | 10 | 40 | 40 | | | | X limited | | X | X | | |
| MILL NECK | X | X | X | 7-9 | 70-75 | 8-10 | 8 | 75 | | | | | | X | X | | X | |
| ST. JOSEPH | X | X | | 16 | 125 | 16-18 | 7 | 125 | | X | X | X | X limited | | X | | | |
| ST. MARY'S | X | X | X | 16 | 95 | 16 | 7 | 62 | 33 | X | X | | X | | X | | | X |
| LEXINGTON | X | X | | 15 | 125 | 15 | 8-9 | 100 | 25 | | | | X | | X | | | |
| ROME | X | | | 16 | 129 | 16 | 8 | 129 | | X & Handi. | X | Hear. | limited X | | X | | X | |
| ROCHESTER | X | | | 2 | 15 | 2 | 8 | 15 | | X | | | X limited | | X | | | X |
| ST. FRANCIS | X | | | 15-16 | 132 | 15-16 | 6-8 | 132 | | X | X | | X | | X | | | |

## APPENDIX C


C-1 Workshop Participants

C-2 Workshop Agenda

C-3 CTW Objectives

C-4 Worksheet used during screening of tapes

C-5 Participants' Evaluation of Workshop

# PARTICIPANTS IN THE SESAME STREET WORKSHOP

| | NAME | POSITION | INSTITUTION |
|---|---|---|---|
| 1. | Miss Phyllis Bergstrasser | Pre-school Teacher | Rochester |
| 2. | Miss Eileen Connally | Teacher | Lexington |
| 3. | Sr. Katherine Costello | Teacher | St. Francis |
| 4. | Mr. George Eddington | Psychologist | Lexington |
| 5. | Miss Joan Harlow | Kindergarten Teacher | St. Joseph |
| 6. | Mrs. Laurie Holcomb | Teacher | Rochester |
| 7. | Miss Arlene Kadish | Teacher | White Plains |
| 8. | Mrs. Hannah Manshel | Supervisor | White Plains |
| 9. | Miss Marlene Miller | Teacher | Mill Neck |
| 10. | Mrs. Susan Reilly | Teacher | St. Francis |
| 11. | Mrs. Karen Singer | 3rd Grade Teacher | St. Joseph |
| 12. | Miss Penny Socher | Researcher | Lexington |
| 13. | Miss Judy Spring | Special Primary | St. Mary's |
| 14. | Mrs. Margeret Stahl | Teacher | Cleary |
| 15. | Miss Virginia Weber | Teacher | Mill Neck |
| 16. | Mrs. Nancy Wolf | Pre-school | St. Mary's |
| 17. | Miss Jean Woodward | Kindergarten Teacher | St. Mary's |
| 18. | Mr. David Sylves | Project Coordinator | Buffalo - SEIMC |
| 19. | Miss Alice Sprickman | Project Associate | Buffalo - SEIMC |
| 20. | Dr. Peter Dirr | Director | Educ. Record. Library Albany |
| 21. | Miss Patricia Hayes | Researcher | Childrens Tel. Workshop, New York City |
| 22. | Mr. Donald Brennan | Asst. for Instruc. Resources | Communications Center SUCB |

S.E.I.M.C.

SESAME STREET WORKSHOP

June 28 - July 1, 1971

Agenda for Monday, June 28

| | |
|---|---|
| 9:00 | Introduction to the Workshop by Project Coordinator, David Sylves |
| 10:00 | Operation of videotape equipment<br>Don Brennan, Assistant for Instructional Resources C.C. |
| 10:15 | Coffee |
| 10:30 | Editing and modification techniques<br>Dr. Peter Dirr, Educational Recordings Library, Albany |
| 11:30 | Lunch at Student Union |
| 1:00 | Familiarization with objectives for Sesame Street<br>Miss Patricia Hayes, Children's Television Workshop |
| 2:00 | Coffee |
| 2:15 | Trial rating of segments |
| 2:45 | Comparison, discussion of rating results |
| 4:00 | Dismissal |

S.E.I.M.C.

SESAME STREET WORKSHOP

June 28 - July 1, 1971

## Agenda for Tuesday, June 29, 1971

| | |
|---|---|
| 9:00 | Trial rating of three segments, group rotating |
| 9:45 | Discussion of validity of ratings |
| 10:15 | Viewing, rating of tapes |
| 11:30 | Lunch |
| 12:45 | Continues viewing of tapes |
| 3:30 | Discussion, planning |

S.E.I.M.C.

SESAME STREET WORKSHOP

June 28 - July 1, 1971

## Agenda for Wednesday, June 30, 1971

| | |
|---|---|
| 9:00 | Viewing, rating of tapes |
| 11:30 | Lunch |
| 12:45 | Viewing, rating of tapes |
| 3:30 | Planning, discussion |

S.E.I.M.C.

SESAME STREET WORKSHOP

June 28 - July 1, 1971

## Agenda for Thursday, July 1, 1971

| | |
|---|---|
| 8:45 | Completion, Selection and Evaluation of Segments |
| 10:30 | Discussion of sequencing of selected segments. |
| 11:30 | Lunch |
| 12:45 | Format of Manual, relationship of objectives to activities, materials, evaluation, etc. |
| 3:00 | Evaluation by Teachers - Rating Scales, Charts, Operational Procedures |
| 3:30 | "Debriefing" - Mrs. Elizabeth Ayre, Director, I.M.C.<br>Dave Sylves |

# THE INSTRUCTIONAL GOALS OF CHILDREN'S TELEVISION WORKSHOP

## I. Symbolic Representation

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

### A. Letters

(Note: For most of the following goals, the training will focus only upon a limited number of letters. The entire alphabet will be involved only in connection with recitation.)

*1. Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting.

*2. Given a printed letter the child can select the identical letter from a set of printed letters.

*3. Given a printed letter the child can select its other case version from a set of printed letters.

*4. Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

*5. Given a printed letter the child can provide the verbal label.

6. Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

7. Given a spoken letter the child can select a set of pictures or objects beginning with that letter.

### B. Numbers

*1. Given a printed numeral the child can select the identical printed numeral from a set.

*2. Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.

*3. Given a printed numeral between 1 and 10 the child can provide the verbal label.

*4. Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.
Ex. Where are there <u>two</u> pennies?

*5. Given a set of objects the child can define a subset containing up to 10.
Ex. Here are some pennies. Give me <u>two</u>.

*6. Given an ordered set of up to four objects, the child can select one by its ordinal position.
Ex. Where is the third book?

*7. The child can count to 10.

8. The child can count to 20.

9. The child understands that the number system extends beyond those he has learned, and that larger numbers are used to count larger numbers of objects.

C. Geometric Figures

1. Given a drawing or a cut-out of a circle, square or triangle the child can select a matching drawing, cut-out, or object from a set.

2. Given the verbal label "circle", "Square", or "triangle", the child can select the appropriate drawing, cut-out or object from a set.

II. Cognitive Processes

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

A. Perceptual Discrimination

*1. Body Percepts. The child can identify and label such parts of the body as the elbow, knee, lips and tongue.

2. Visual Discrimination
a. The child can match a giver object or picture to one of a varied set of objects or pictures which is similar in form, size or position.
b. Given a form the child can find its counterpart embedded in a picture or drawing.
Ex. Given a circle the child can find the same shape in the wheels of a car. (This could be done with letters and numbers as well.)
c. The child can structure parts into a meaningful whole.
Ex. 1. Using modelling clay and beans the child can fashion a head.
Ex. 2. Given two triangles and a model the child can construct a square.
Ex. 3. Looking at a picture of children with presents and a cake with candles the child can describe the picture as a birthday party.

*3. Auditory Discrimination
   a. Initial Sounds. The child can match words on the basis of common initial sounds. (See I.A., numbers 6 and 7, above)
   b. Rhymes. The child can match words on the basis of rhyming.
      Ex. Given two or more words that rhyme, the child can pick or supply a third.
   c. Sound Identification. The child can associate given sounds with familiar objects or animals.
      Ex. Car horn, wood saw, moo of a cow
   d. Copying rhythms. The child can copy a rhythmic pattern.

B. Relational Concepts

*1. Size Relationships
   Ex. Big, bigger, biggest; short, tall; skinny, little, etc.

*2. Positional Relationships
   Ex. Under, over, on top of, below, above, beneath, etc.

*3. Distance Relationships
   Ex. Near, far away, close to, next to, etc.

*4. Amount or number relationships
   Ex. All, none, some; same, more, less; etc.

5. Temporal Relationships
   Ex. Yesterday, today, and tomorrow; early, late; fast, slow; first, last

6. Auditory Relationships
   Ex. Loud, louder, loudest, soft, softer, softest; noisy, quiet; high, low, etc.

C. Classification

*1. Given at least two objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of:
   -Size: Height, length
   -Form: Circular, square, triangular
   -Function: To ride in, to eat, etc.
   -Class: Animals, vehicles, etc.

2. Given four objects, three of which have an attribute in common, the child can sort out the inappropriate object on the basis of:
   -Size: Height, length
   -Form: Circular, square, triangular
   -Function: To ride in, to eat, etc.
   -Class: Vehicles, animals

3. The child can verbalize the basis for grouping and sorting.

D. Ordering

1. Given the largest and smallest of five objects which are graduated in size, the child can insert the three intermediate objects in their proper order.

2. Given pictures of the earliest and latest of five events in a logically ordered temporal sequence, the child can insert pictures of the intermediate events in their proper order.

E. Reasoning and Problem Solving

1. Inferences and Causality
   *a. Given a situation the child can infer probably antecedent events.
   Ex. Given an apple with a bite missing the child can indicate that someone was eating it.
   *b. Given a situation the child can infer probably consequent events.
   Ex. Given a man stepping off a ladder, and a bucket of paint beneath his foot, the child recognizes that the man is going to step into the paint.
   c. Ordering on the basis of causality. Given two or more events which are causally related, the child can place them in their appropriate causal order.

2. Generating and Evaluating Explanations and Solutions
   *a. The child can suggest multiple solutions to simple problems.
   *b. Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

3. Attitudes toward Inquiry and Problem Solving
   a. Persistence. The child persists in his efforts to solve problems and understand events despite early failures.
   b. Reactions to lack of knowledge. The child exhibits no undue frustration or embarrassment when he must admit to a reasonable lack of knowledge or when he must ask questions.
   c. Impulse control. The child understands that reflection and planning may pay off where premature problem attack will not.

III. The Physical Environment

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

A. The Child and the Physical World Around Him

1. The Natural Environment
   a. Land, Sky, and Water
   The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.

Ex. The child can identify puddles, rivers, lakes and oceans when shown pictures of them, can tell that all of them are water, and can tell how they are similar and different in terms of size and depth.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.
Ex. The sun provides heat and light during the day; the moon and stars provide light at night; airplanes carry people; rockets explore space.

b. City and Country
The child can distinguish the environment and natural life of the city from those of the country.

c. Plants and Animals
The child can classify a group of objects as plants although they differ in size, shape and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can classify a group of objects as animals although they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.
Ex. The child can associate birds with nests; fish with water; bears with forests.

d. Natural Processes and Cycles

1. Reproduction, Growth and Development
Given pictures of various kinds of young, the child can tell what they will be when they grow up.
Ex. Calves and colts become cows or horses; tadpoles, frogs; caterpillars, butterflies; boys, men; girls, women.

The child can identify such seeds as corn, acorn, bean and knows that after one of these has been planted a new plant will grow.

The child can identify birth, growth, aging, and death as stages in the life process of individual plants and animals.

2. Weather and Seasons
The child can describe the weather and activities which are associated with summer and winter.
Ex. In summer the weather is hot and sunny, the trees all have their leaves, people wear light-weight clothing and may go swimming; in winter the weather is cold and snowy, many trees have lost their leaves; people wear heavy-weight clothing, and may go sledding or ice-skating.

2. The Man-Made Environment

a. Machines
The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and saw, and can tell how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

b. Buildings and other Structures
The child can identify some of the different types of buildings which serve as family homes, schools and stores.

The child can identify some of the materials used in building, such as bricks, wood, and concrete.

The child can identify as man-made such structures as bridges, dams, streets, and roads.

IV. The Social Environment

The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of institutions which he may encounter. He comes to see situations from more than one point of view, begins to see the necessity for certain social rules, particularly those insuring justice and fair play.

A. Social Units

1. Self
a. The child knows his own name.
b. The child can specify whether he or she will grow up to be a mother or a father.

2. Roles
Given the name of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate responsibilities.
Ex. The child can name one or more principle functions of the father and mother, mayor, policeman, baker, mailman, farmer, fireman, soldier, doctor, dentist, schoolboy or schoolgirl.

3. Social Groups and Institutions of Concern to Children

a. The family and the home
The child views such activities as reading, playing of games, and excursions as normal family activities.

The child recognizes that various types of structures all serve as homes.

b. The neighborhood
The child distinguishes between neighborhood areas that are safe and unsafe for play.

c. The city or town
The child recognizes various structures, spaces, and points of interest which make up the city or town.
Ex. The child is familiar with the concepts of a zoo, park or playground, airport and parade, and with stores where various types of common items may be purchased.

The child understands that there are many different cities, that they have finite boundaries, that various goods or products must be transported in and out, and that various modes of transportation are employed.

The child identifies the respective functions of such institutions as the school, post office, and hospital.
Ex. The child knows that people go to school to learn how to read and write; to the hospital if ill or having a baby.

B. Social Interactions

1. Differences in Perspectives
The child recognizes that a single event may be seen and interpreted differently by different individuals.
Ex. Given a picture showing one boy in a bathing suit and another boy in a snow suit, the child can express the feelings of both boys in the event of snow.

*2. Cooperation
The child recognizes that in certain situations it is beneficial for two or more individuals to work together toward a common goal.
Ex. Two girls want to bring chairs to the table, but can only lift and carry them by working together.

3. Rules Which Insure Justice and Fair Play
a. Behaving by Rules
The child is able to behave according to the constraints of simple rules presented either verbally or by models.
b. Recognizing Fairness or Unfairness
The child can distinguish simple situations representing fairness from those representing unfairness.
Ex. The child can say whether a particular form of praise or punishment is or is not appropriate in a particular situation.
c. Evaluating Rules
Given a rule, the child can tell whether it is good or bad, and why.
d. Generating Rules
Given a situation involving interpersonal conflict, the child can furnish an appropriate rule for resolving it.
Ex. Told that two boys both wish to play with the same toy, the child must formulate a rule that is equitable (neither may have it; they can take turns; etc.)

## Worksheet Procedures

**Directions**

The videotape segments are not precisely begun and ended. Sometimes there is the ending of the previous segment on the tape. Inasmuch as this is but a working tape, do not let it concern you. The final product will be polished.

The segments that you are to work with are briefly described on the accompanying sheets, e.g. "Bob and Gordon talk about triangles." The time indicated on the sheet is approximate and needs to be refined.

The frame numbers are used to locate the desired segment and should not include any irrelevant material.

The objective numbers refer to the list of CTW objectives. As an example II A.2.c. refers to II Cognitive processes (p. 4); A, Perceptual discrimination; 2, Visual discrimination; c, the child can structure parts into a meaningful whole. If but a single specific objective is listed, that was the primary objective of CTW. If more than one objective is listed, the primary objective of CTW is underlined.

Again, these are working tapes. Any inconsistencies in quality are a result of transfer onto this tape and are not on the master tape. The product going into the schools will be clear of lines, waves, overlapping pictures, etc.

**Worksheet**

View the segment through at least once to verify that it is the desired segment and then discuss to see if it is <u>useful</u>, <u>useful with modification</u> or <u>not useful</u>. Write your decision on the top of the worksheet. Of course, if you decide that it it <u>not</u> useful, there is no need to complete the rest of the workshop except for the title.

The description blank should be a brief yet be an aid to the teacher in planning her lesson so that only relevant tapes will be previewed.

Suggested modifications should be made with Dr. Dirr's discussion kept in mind.

USEFUL_____ USEFUL WITH MODIFICATION_____ NOT USEFUL_____

SEGMENT NUMBER_____ TITLE_____

TIME_____ FRAMES_____ TO_____

DESCRIPTION_____

-BEGIN_____

-END_____

-SUGGESTED MODIFICATIONS_____

OBJECTIVES - (Note CTW*)_____

USES: -Motivation_____

-Teaching_____

-Reinforcement & Review_____

NECESSARY PRE-TEACHING_____

RELATED ACTIVITIES_____

_____

_____

_____

RELATED MATERIALS_____

_____

_____

_____

EVALUATION_____

_____

_____

_____

INTEREST LEVEL_____

READING LEVEL_____

HANDICAPS:

SOCIAL LEVEL_____

MATURATION LEVEL_____

DEVELOPMENTAL LEVEL_____

## Evaluation by Workshop Participants

### Evaluation #1

The workshop was excellent, and thoroughly enjoyable. I think everyone learned a lot, and I know I got many new ideas that I am anxious to try in the classroom. However, this is a big task and for similar workshops that may follow, I would suggest having a few teachers remain for a few more days to work on the manual and evaluating ideas. Reviewing the segments was very time consuming and possibly with more time (or fewer segments) the cross coding idea could have been developed further.

Motivation: excellent - I can't wait to do this!!!

Teaching: excellent - every teacher had excellent ideas.

Review and Reinforcement: excellent - Dave and Alice offered good reinforcement of what we were doing and why, and helped a great deal to stimulate ideas.

### Evaluation #2

I enjoyed the workshop in that I was involved in this experiment on utilizing Sesame Street with deaf children. This gave me incentive for using the segments in my own classroom. Some of the specific objectives of CTW were too numerous for the amount of time of viewing.

I felt we accomplished evaluating segments but I felt vague about the formation of the manual.

Participants should have been made aware that they would be suggesting related activities and materials. This could have given us more background and more ideas to contribute.

The teachers were very involved in viewing the films, etc., and represented various areas and age levels - good point.

I felt the coordinators of the workshop were most gracious and helpful.

Evaluation #3

I thought the workshop was pretty good. It had several good things.

1. The teachers were from various types of classes and perform different functions.
2. The concentration in four days was a plus factor. The work had to be done fast and I think this pulled the workshop together.
3. The pre-selection of tapes was excellent. There were only one or two that were not useful in some way for deaf children.
4. It gave us a chance to meet new people and exchange ideas which I think is more motivating than the stipend.

Only drawback was the limitation in time and the limitations on expertise. I didn't think we were all equally qualified.

Evaluation #4

Sesame Street Workshop has been most profitable, the entire aspect is worth the while of all involved. The organization was well done, the personnel good to work with and for.

Yes, the objectives were completed.

I feel I learned a great deal, had opportunity to share my own knowledge with others and evaluate the knowledge.

Evaluation #5

Very enjoyable, but not enough time to complete each segment as we would have liked. Repetition on each segment would have allowed more refined work.

Segments chosen were good as seen in my group.

Objectives were met as much as possible within the short space of time.

A manual or teachers' guide should be as concise as possible keeping the spirit of Sesame Street in mind.

Evaluation #6

Critique:

1st. I feel very strongly having used "Sesame Street" before. The hour long films should have been edited not film clips.

2nd. The variety of ideas that popped up in working with a group was fantastic!

3rd. I wish we had more time to work on the actual compilation of the materials and manual.

4th. I was extremely impressed by Tricia Hayes - especially the way she explained the goals that were set up by the Sesame Street coordinator.

Reaching our objectives: comment - we did it! BUT I do feel sorry for the days that will be involved for you in compiling all this "educational media."

Evaluation #7

I hope the joy of Sesame Street will not be lost after all our editing and captioning. The finished product could turn out beautifully if you people will remember that although our kids are deaf, they are kids first.

I feel that the editing jobs done on the segments will strongly reflect the biases of the strongest personality in each group.

We could have worked the time more efficiently.

I believe we met our objectives of editing the segments. I'm not sure about the manuals.

Evaluation #8

The idea behind the workshop was very good. However, some people were not willing to listen to other ways of captioning the films, other than oral. I strongly feel that either more films, etc., be made using a) the printed form and/or b) manual communication.

Also I feel that some people considered the young child in too many of the segments and had no regard for the deaf child who could, (even at the kindergarten level) for example, read.

Perhaps there should be a workshop for those schools who use manual communication to devise methods of editing films using the manual method.

However, I feel the two main objectives were met.

Evaluation #9

1. Felt pressure to caption rather than to go along with our group's decision not to caption.
2. Much more time needed to fulfill all goals of workshop as stated. We really didn't have time to make more suggestions for manual. Perhaps the group should have been scheduled to meet twice to complete work on manual suggestions.

Evaluation #10

Workshop - Too little time to accomplish a great deal. Objectives not quite clear.

Completing objectives - Selection of segments not really met. Many conflicting opinions and not enough time for careful evaluation. Manual is still hazy in my mind. I don't think this objective was fully met.

Evaluation #11

I wish that there could have been more time to work. Sometimes I felt rushed and tired of watching segments. If they could have been spread out perhaps I would have functioned a bit more efficiently. However, I do feel that as a group we worked well. Given more time we could have devoted it to the manual. I also think a tremendous amount remains to be seen in as much as this has not been tried with our children.

Exchange of ideas was good. I learned a tremendous amount for my own use.

Evaluation #12

My main criticism of the workshop is that we tried to do too much. Sometimes, as teachers, I think we almost kill any excitement involved in learning because we want to use everything to teach. In my own classroom, I prefer to have many different experiences available for exposure rather than formal teaching - learning situations. Patricia Hayes told us one of the purposes of Sesame Street was relief and enjoyment. I just hope we can keep it that way.

I'd say we met the objectives sometimes hurriedly.

Evaluation #13

The workshop was well organized. Not enough time for the amount of detailed information desired for the research. Too much time was spent on the broad aspects of the project (such as sequencing and mini shows, etc.). If we were meant to do more editing and captioning my group did not meet the objectives (especially in regard to specific instructions for the technicians.)

You took great pains to make the workshop rewarding and pleasant. Thanks so much!

Evaluation #14

-Very good workshop.

-Not enough time.

-Good cross reference of teachers.

-Valuable ideas interchanged.

-I believe the objectives were met. However this will require added work on the part of the coordinators.

-The workshop was motivating and inspiring.

Evaluation #15

-Great - overall.

-Not enough time.

-The goals were too broad.

-A little too much time spent on technical procedure.

-I think that the projected objectives were only partly met.

-The format of the proposed objectives should have been discussed and set forth in more detailed forms.

Perhaps it is too difficult for so many teachers from so many areas to come to one uniform objective in such a short time.

Please be sure everyone is invited to do a follow-up workshop or evaluation next year after the films have been used and evaluated by teachers in action.

Evaluation #16

1. Excellent learning experience for me in terms of understanding more a media (film and television) and its use that has tremendous potential in the class.
2. We did not have enough time to decide on segment grouping or a manual - not much headway here. We did accomplish evaluating the segments however.
3. Our objectives other than evaluating the segments were too general and it seemed that in brain-storming we, as a group, came up with even broader objectives so that it made it seem that we had not even begun.
4. In the form that Sesame Street will be made available - it will certainly limit classroom use in terms of accessibility and facility in use.

## APPENDIX D


D-1 Running time of mini shows

D-2 Mini-Show descriptor example

D-3 Objectives Grid

D-4 Test item examples

D-5 Materials Evaluation Form

D-6 Teacher Attitude Scale

## Running Time of Mini-Shows

| Title | Running Time |
|---|---|
| Mini Show #1 | 15:15 |
| Mini Show #2 | 14:20 |
| Mini Show #3 | 17:12 |
| Mini Show #4 | 12:50 |
| Mini Show #4a | 12:50 |
| Mini Show #5 | 17:15 |
| Mini Show #6 | 17:39 |
| Mini Show #7 | 11:44 |
| Mini Show #8 | 18:45 |
| Mini Show #9 | 12:12 |
| Mini Show #10 | 15:10 |
| Mini Show #11 | 15:00 |
| Mini Show #12 | 18:24 |
| Mini Show #13 | 11:50 |
| Mini Show #14 | 17:00 |
| Mini Show #15 | 14:00 |
| Mini Show #16 | 15:26 |
| Mini Show #17 | 11:43 |
| Mini Show #18 | 15:01 |
| Mini Show #18a | 15:01 |
| Mini Show #19 | 13:10 |
| Mini Show #20 | 12:53 |
| Demonstration Class | 13:30 |

SESAME STREET MINI SHOW #4

Length - 12:50 Number of Segments - 4

General Description - The four segments are directed towards the identification and use of form, the understanding of some social roles, recognition of the letter I, and introduction to some forms of sea life.

Captions - tree, square, rectangle, boat, pin wheel, flower, fireman, skin diver, astronaut, Big Bird.

SEGMENT 1

Description - We see the products of children playing with the basic forms (triangle, square, rectangle) and listen to their conversation. Objects they create are a tree, square, rectangle, boat, pin wheel, and flower. These are captioned.

General Objective -

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -

Labelling - Given a drawing, cut-out or object in the shape of a circle, square, triangle or rectangle, the child can provide a verbal label for that shape.

Recognition - Given the verbal label "circle", "square", "triangle" or "rectangle," the child can select the appropriate drawing, cut-out or object from a set.

Matching - The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size or position.

Recognition of Embedded Figures - Given a form the child can find its counterpart embedded in a picture or drawing.

Part/Whole Relationships - The child can structure parts into a meaningful whole:

1. Given a model and a selection of parts the child can select those parts which are essential to the construction of the model.
2. Given a model and an assortment of its parts, the child can arrange these parts to match the model.

Same/Different - This concept underlies all of the following relational concept categories; size, quantity, position, distance, sequence.

Uses -

This segment may be used to:

1. Encourage imagination.
2. Introduce of supplemental unit on shapes.
3. Encourages child to recognize shapes in his environment by creating simple objects out of given shapes.

Necessary Pre-teaching -

Familiarity with the basic forms.

Related Activities -

1. Allow children to experiment with forms.
2. Have children duplicate the objects created in the film.
3. Encourage students to see how many different things they can create.
4. Make a collage using a variety of forms and colors.
5. Use 3 dimensional forms in sponge or styrofoam to construct objects from forms.

SEGMENT 2

Description - Children are asked to guess the occupation of a person in a picture as the picture is gradually uncovered. Verbal clues are also given. Each completed picture is captioned: fireman, skin diver, astronaut and Big Bird.

General Objective -

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

Specific Objectives -

The child can structure parts into a meaningful whole.

Given the names of certain roles from the family, neighborhood, city or town the child can enumerate appropriate responsibilities.

To formulate hypotheses on the basis of partial information.

To test hypotheses on the basis of additional information.

Uses -

This segment may be used as motivation, teaching or reinforcement and review with 3-6 year old children.

Necessary Pre-teaching -

Familiarity with uniforms of different occupations. E.g., fireman - helmet.

Related Activities and Materials -

1. Role playing activities with costuming, e.g.
2. Use of overhead with overlay extending the number of occupations.
3. Puzzles, picture completion.
4. Fill-ins using multiple choice, e.g., what "hat" goes on fireman.

5. DLM puzzles of different occupations.
6. Cubasio puzzle blocks.
7. Childcraft Bendable Community Helpers.
8. DLM association cards.

SEGMENT 3

Description - Big Bird has trouble retrieving the animated dot on a giant letter I.

General Objective -
The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

Specific Objectives -
To recognize the lower case letter i.

To recognize the i in words.

Given the verbal label for the letter i, to name words containing the letter or to choose printed words containing the letter.

Given the printed symbol to choose printed words or name words containing the letter.

Uses -
This is useful for preschool and primary groups as an introduction to the forms of i or as reinforcement on dotting the letter i.

Related Activities -
1. Recognition, reproduction and tactile identification of i.
2. For older children think of words with the letter.
3. Cut out i in books and magazines.

Related Materials -
1. Use paint, clay, sand, magnetic board and letters, plywood letters, little blocks.
2. Ideal Groovy letters.
3. DLM Letter Constancy Cards.
4. Printing set.

SEGMENT 4

Description - Gordon watches tropical fish, describes them and notes different names. This is followed by a puppet song, "Octopus Garden."

General Objective -
The child's conception of the physical world should include general information about natural phenomena both near and distant, about certain processes which occur in nature, about certain interdependencies which relate various natural phenomena, and about the ways in which man explores and exploits the natural world.

Specific Objectives -

The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

The child can differentiate between real and imaginery or fantasy items.

Uses -

This segment is useful as motivation or as a teaching device depending on related activity. Better for primary and middle grades.

Necessary Pre-teaching -

This should be previewed by the teacher as she may wish to expose the children to names and pictures of fish and animal life.

Related Activities -

1. Starting an aquarium.
2. Drawings or animations and real life pictures of fish life.
3. Making puppets.
4. Fingerpainting cut-outs of fish.
5. Categorizing fish and environments.
6. "Go Fish" Activities - vocabulary reinforced with magnetic fish games.

OBJECTIVE GRID - Page 1

Objective 1

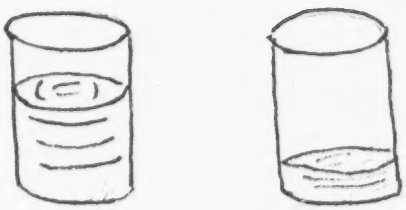
| OBJECTIVE | LIVE | FILM | ANIMATION | PUPPET | CAPTION |
|---|---|---|---|---|---|
| **SYMBOLIC REPRESENTATION** | | | | | |
| The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols. | (1-1)(2-5)(3-1)(4-1)(4a-1)(5-1)(5-4)(6-4)(8-1)(12-4)(12-5)(13-1)(15-1)(15-2) | (6-4)(12-1) | (1-1)(2-1)(4-3)(4a-3)(5-1)(6-1)(7-1)(8-1)(9-4)(10-1)(11-1)(12-4)(13-1)(15-1)(15-2)(15-4) | (1-1)(2-1)(5-1)(7-1) | (1-1)(3-1)(4-1)(4a-1)(9-4)(13-1)(15-2)(15-4)(17-5 |
| A. LETTERS (Note: For most of the following goals, the training will focus only upon a limited number of letters. The entire alphabet will be involved only in connection with recitation). | | | | | |
| 1. Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting. | (1-1) | | (1-1)(9-4) | (1-1) | (1-1)(9-4) |
| 2. Given a printed letter the child can select the identical letter from a set of printed letters. | (1-1)(12-4) | | (1-1)(9-4)(12-4)(19-3) | (1-1) | (1-1)(9-4)(19-3) |
| 3. Given a printed letter the child can select its other case version from a set of printed letters. | (12-4) | | (9-4)(12-4) | | (9-4) |
| 4. Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters. | (1-1)(3-1)(5-4)(7-2) | (7-2) | (1-1)(9-4) | (1-1) | (1-1)(3-1)(9-4) |
| 5. Given a printed letter the child can provide the verbal label. | (1-1)(3-1)(5-4)(14-1)(15-1) | | (1-1)(9-4)(14-1)(15-1)(19-3) | (1-1) | (1-1)(3-1)(9-4)(19-3) |
| 6. Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter. | (1-1)(3-1)(5-4)(19-3)(11-2) | | (1-1)(4-3)(4a-3)(9-4)(11-2) | (1-1) | (1-1)(3-1)(9-4) |

20. Have the child point to the same (identical) numeral on the right as the one below.

5

1 3
5 6

45. Which has more?



55. Point to the triangle.

## Response Sheet

STUDENT_____

GRADE
Pre School_____
Lower Primary_____
Upper Primary_____
Intermediate_____

TEACHER_____

SCHOOL_____

DATE_____

1. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

| | | |
|---|---|---|
| 3. + - ? | 23. + - ? | 44. + - ? |
| 4. + - ? | 24. + - ? | 45. + - ? |
| 5. + - ? | 25. + - ? | 46. + - ? |
| 6. + - ? | 26. + - ? | 47. + - ? |
| 7. + - ? | 27. + - ? | 48. + - ? |
| 8. + - ? | 28. + - ? | 49. + - ? |
| 9. + - ? | 29. + - ? | 50. + - ? |
| 10. + - ? | 30. + - ? | 51. + - ? |
| 11. + - ? | 31. + - ? | 52. + - ? |
| 12. + - ? | 32. + - ? | 53. + - ? |
| 13. + - ? | 33. + - ? | 54. + - ? |
| 14. + - ? | 34. + - ? | 55. + - ? |
| 15. + - ? | 35. + - ? | 56. + - ? |
| 16. + - ? | 36. + - ? | 57. + - ? |
| 17. + - ? | 37. + - ? | 58. + - ? |
| 18. + - ? | 38. + - ? | 59. + - ? |
| 19. + - ? | 39. + - ? | 60. + - ? |
| 20. + - ? | 40. + - ? | 61. + - ? |
| 21. + - ? | 41. + - ? | 62. + - ? |
| 22. + - ? | 42. + - ? | 63. + - ? |
| | 43. + - ? | 64. + - ? |

Sesame Material Evaluation

Name_____

Mini Show_____ Segment_____

Date_____

In each of the following items, assume that 1 on the continuum is negative or means little or means disagreement whereas 5 indicates a positive comment or means much or means strong agreement. Circle the appropriate number.

| | | | |
|---|---|---|---|
| A. | 1. | The manual aided me in planning | 1 2 3 4 5 |
| | 2. | The objective grid, appendix B was especially useful | 1 2 3 4 5 |
| | 3. | The description of the Mini Show was complete and clear | 1 2 3 4 5 |
| | 4. | The suggestions in the Mini Show description were appropriate to the objective(s) | 1 2 3 4 5 |
| | 5. | The suggestions in the Mini Show description were appropriate for my class | 1 2 3 4 5 |
| | 6. | The suggestions in the description helped to stimulate my thinking | 1 2 3 4 5 |
| | 7. | I used suggestions for related activities | 1 2 3 4 5 |
| | 8. | I used suggestions for related materials | 1 2 3 4 5 |
| | 9. | Compared to when I taught the same content/concept previously, the Mini Show helped my presentation and helped the students | 1 2 3 4 5 |
| B. | 10. | The segments held the attention of the students | 1 2 3 4 5 |
| | 11. | The pace of the material was just right | 1 2 3 4 5 |
| | 12. | The purpose of the segment was clear and not confusing | 1 2 3 4 5 |
| | 13. | The students had time to react (when necessary) | 1 2 3 4 5 |
| | 14. | There should be more involvement for the students | 1 2 3 4 5 |

15. The best feature(s) of the segment was (were)

16. Materials and/or activities in the description which I thought inappropriate were

17. Suggestions of materials and/or activities to be added to the manual are

18. Compared to other media or materials, the segments

19. Any other comments regarding manual, tape, students, etc.

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FACULTY OF PROFESSIONAL STUDIES
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Dean of the Faculty

MEMO

TO: Teacher Participant

FROM: David Sylves, Project Coordinator

DATE: April 24, 1972

SUBJECT: Sesame Videotape Study

Your completion of the enclosed questionnaire and of the student information form concludes the data collection segment of the Sesame Project.

On the student information form, please give as much information as possible. In reference to the questionnaire, answer from the point of view of the total class to the total use of materials.

Thank you for your participation and help. When analysis of the data is complete, reports will be returned to your administrators and A-V personnel.

Thanks again.

ks

## DIRECTIONS

After each of the following items, circle that number which best reflects your feelings of the relationship between each of the pairs of adjectives and the concept at the top of that block.

For example, if you feel that the concept at the top of that block agrees most strongly with the adjective on the left, you would circle the number as follows:

Fair (1) 2 3 4 5 6 7 Unfair

If, however, you feel that your feeling about the topic is best reflected by the adjective on the right, you would circle the number as follows:

Fair 1 2 3 4 5 6 (7) Unfair

A mark such as the following,

Fair 1 2 3 (4) 5 6 7 Unfair

indicates that your feelings are equally divided between the two adjectives.

Work fairly quickly for it is your original reaction that is desired.

Experimental Group - circle one:

1 live and film 2 puppet and animation

3 captioned 4 all 5 control

Sesame and You manual

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| complete | 1 | 2 | 3 | 4 | 5 | 6 | 7 | incomplete |
| valuable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | worthless |
| clear | 1 | 2 | 3 | 4 | 5 | 6 | 7 | hazy |
| progressive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | regressive |
| superior | 1 | 2 | 3 | 4 | 5 | 6 | 7 | inferior |

Your classroom use of materials

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| relaxed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | tense |
| optimistic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | pessimistic |
| successful | 1 | 2 | 3 | 4 | 5 | 6 | | unsuccessful |
| positive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | negative |
| progressive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | regressive |

Your students reaction to materials

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| positive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | negative |
| harmonious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | dissonant |
| pleasing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | annoying |
| active | 1 | 2 | 3 | 4 | 5 | 6 | 7 | passive |
| deliberate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | careless |

Pre & Post Test

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| valuable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | worthless |
| fair | 1 | 2 | 3 | 4 | 5 | 6 | 7 | unfair |
| superior | 1 | 2 | 3 | 4 | 5 | 6 | 7 | inferior |
| pleasing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | annoying |
| relaxed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | tense |

| Student Name | Grade | Date of Birth | I.Q. | Name of I.Q. Test | Handicap(s) |
|---|---|---|---|---|---|
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| | | | | | |

What units of instruction did you provide during the time of the study? (Include those that were related to the tapes as well as those that were not). Example: Our Neighbors, Science Around Us, or letter discrimination, etc.

What changes would you make in the manual?

What changes would you make in the pre-post test?

What changes would you make in the tapes?

What is your overall view of this exploratory package (manual, tapes, pre-post test)?

What is your overall view of this study?

## APPENDIX E

Selected answers to open-ended questions on Teacher Attitude Scale. (All answers are as close to the teachers' actual response as could be discerned).

Question 1. What units of instruction did you provide during the time of the study?

Number concepts 1-5, shapes.

Letter discrimination, mathematics - numerals 1-8 set concepts, fruits, sequencing, fireman, hospital.

Clothing, Foods We Eat, Math - addition.

Exposure to numbers, introduction to ABC.

Studied parts of the body thru teacher made materials. Also what are hands, feet, etc. Study of shapes came in their science unit.

Letter discrimination, counting, labeling sets with numerals and number words, transportation.

Symbolic representation, letter discrimination, geometric figures, perceptual discrimination - visual discrimination, sorting, matching, arranging.

Some letter discrimination - matching sets of numerals - sets to sets, zoo animals and farm animals, classification, sequencing, flowers and plants, (based on botany, garden trip) concepts of big, small, short, tall, face and body parts.

Left, right, store (money) measurement, serving (aprons)

Language - the house, pets, zoo, action verbs, reading and labeling familiar subjects, printing, phonics of consonants, counting 1-12 and beginning addition, matching letters, words and pictures, magnets, plants.

Animals, emotions, foods, In the house, present/past verbs, math, science, health.

Unit - clothing, discrimination and writing.

Parts of body, Spring, animal homes and habits, zoo, numbers 1-10, Easter, body parts (discrimination, left and right) visual and perceptual skills.

Alphabet writing, number sequence, clothing, animals.

Science, air, seeds, social studies - family, houses, health - food classifications, math - combinations to 10, reading - the city.

Units: parts of body and parts of face, growth of body, food we eat, planting seeds in our garden, perception - left and right, math - number values 1-12, same and different - more and less - adding groups (1-5).

Environment, trip to moon, pre-reading - visual perception work.

Neighbors, letters, animals, numbers.

Transportation, planting, clothing, things in the room.

Question 1 (con't)

Letters of the alphabet, similar and different figures - square, triangle, etc., using shapes to make things.

Unit on numbers, shapes, clothing, toys, weather, zoo animals, farm animals, body parts, likes and differences, sequencing, opposites.

Foods, shapes, weather, animals, transportation, parts of the body, sounds in the environment, action words, neighborhood stores, Easter, emotions, clothing, Spring.

verbs, the Doctor, Insects, fish, the Library, the Supermarket, water, the Earth, Spring, money, borrowing and carrying, math - 3 digit number, adjectives - opposite, comparison.

'Where' phrases, prepositions and prepositional phrases, Mother, animals and baby animals, colors, the policeman and the mailman, seasons - Winter and Spring, letter discrimination in speech, written form of numbers ten to twenty.

Some letters, geometric figure, visual discrimination, some numbers, some relational concepts, e.g., size, order, animals, transportation, foods, number sets.

Letter discrimination, parts of the body, science around us, shapes.

Introduction to numbers classification, weather, introduction to letters, sequencing.

Alphabet work, growing plants in the room, units in body parts.

Shapes, counting to 10, lots of manipulatory work.

Open highways - splendid journeys, units on animals in science, machines.

The alphabet, addition, shapes, bees, magnets, magnifiers, wild animals and farm animals, seasonal interest, Valentine's Day, Lincoln, Washington, St. Patrick.

Science is learning - How wheels help us - letter discrimination.

Family unit -(Father, Mother, brother, sister), parts and whole (putting things that belong together) numbers (1-20), prepositions (on, in, under, over) animals (elephant, bear, tiger, giraffe, etc.)

Finding similar objects, zoo animals, farm animals, listening for sounds.

Winter weather (clothing, etc.), household pets (dog, cat, fish, bird) Valentine's Day, transportation (car, bus, plane, boat, train), size discrimination (big, little), geometric shapes, numbers 1-7, feelings (happy, sad, tired, mad).

Question 1 (con't)

Farm animals, zoo animals, numbers 1-10, transportation, geometric shapes, letter discrimination.

We worked on number concepts, shapes, and colors, animals (domestic), transportation, review of toys and clothing, and a unit on Easter.

Animals, shapes, letters, sets, review of toys, fruit, clothing, transportation.

Pets, clothing, table utensils, toys, farm, zoo, Spring.

Letters, numbers, geometric figures, body parts.

Food, community helpers, alphabet and number sequencing.

Animals We Know - farm, zoo, jungle; woods; the Solar System - planets, sun, stars; Flowers, birds, and insects; Counting by 5, 10, 2; money and measurement.

Magnet experiment, alphabet, logic.

Teacher made worksheets, activities.

Word discrimination; animal names; concepts - magnetism, roundness; animal products - milk; position words - over, under, through.

Numbers 1-80 (letter and number discrimination, speech); geometric shapes (identification of verbal labels as well as shapes); positional relationships (where concept); size relationships; sequencing; animals.

Units provided were not in conjunction with the study.

Alphabet; geometric figures; Indians; Magnets; Air; Heat; Telling Time; Subtraction work problems.

Number concepts, classifying.

Question 2. What changes would you make in the manual?

None

I felt that some of the segments were so remotely connected to the specific objectives listed in the grid that they were of little value to my age group.

Just language substitutions that would be more familiar to deaf students.

Make it easier to get information from. It was like plowing through an ambiguous catalogue - very time consuming and not always gave accurate descriptions of tapes shown.

Don't feel qualified to comment since I did not use the manual extensively.

Tell how long each segment is!

I find the manual inconvenient, time consuming and confusing to use. It is an annoyance. You must be a mind reader to use it. It possibly could be classified by 'units' which we teach the deaf rather than by abstract headings, i.e. transportation, zoo animals, where words, shapes, foods, clothing.

Be sure that all shows match with the manual's description! The Grid was excellent. Add related activities offered by teachers in participating schools.

The grid was not too explicit.

More specific descriptions of segments.

Add flashcards and duplicate able exercise sheets, prepatory material which sets up the questions which the segment answers. E.g., "Can you eat soup with a fork?", etc.

Have the objectives listed in the back be made more specific as to the actual content of a particular segment.

None.

No changes.

A clearer definition of tapes. Many times the segment was so broadly related to the objective stated.

Not much

I found the cross referencing bothersome. I would like to be able to use fewer pages to discover same information.

I found myself constantly going back and forth between the text and Appendix B.

It was very specific.

In some way eliminate the flipping back and forth by placing the grid some place near the mini show description.

Question 2 (con't)

Some tape descriptors were vague and lacked sufficient detail. Some were erroneous. Perhaps better description and evaluations of the tapes would be helpful. I would suggest tables or indexes on pages to aid faster locations of tape descriptions.

Keep asking teachers for their suggestions for reinforcement. Clarify the back section that lists all tapes.

List the time for each segment, not just the length of the whole mini-show. Our media coordinator timed each segment and gave us a list of the length of each segment which helped greatly in teacher planning and helped us find how far into a show we had (fast-forward) before we came to the desired segment. Have the word SEGMENT!, etc. stand out more for easier viewing or scanning a page. Have the words 2 or 3 spaces cut into the left margin.

The classification of subject areas was not particularly good. I found it easier to look through each segment to see what specific things were covered.

I feel the manual was good. It could be a useful tool to be used in the classroom.

None.

The grids in the back were too brief to be of much help. Perhaps if the mini-show could be listed by unit titles it would be helpful.

Much more complete detail of filmstrip. Add captioned words to its correct segment instead of with the title of the mini-show.

Needs more information - should be more clear - more simple - more concise.

Some of the suggested activities were very advanced for pre-school level. The objectives listed were not really that necessary.

I would group together all tapes on the same topic or those that should be used for the same purpose (appendix was not helpful).

The descriptions of the shows could be more specific. The index could be re-written so that all the shows listed had a direct relationship to the material they are said to cover.

I felt that the manual could have provided many more creative follow-up activities. I did not find it as practical as it could have been.

Categorize according to interest and age of children. Some material was too simple, some too advanced. Vocabulary listing.

None. I thought the manual was very good.

Question 2.(con't)

Give the time for each segment in the mini shows. Make several of the descriptions more clear.

I found that the objective grid was not too useful although theoretically it should have been.

None that I can think of.

Group similar activities together - math, sequencing, etc., activities for phonics not reciting alphabet.

Describe program in more detail.

Did not use manual.

I thought it was very difficult to find material related to a certain topic that was also in the correct experimental group.

I liked the manual very much and feel the learning experiences would have been null without it.

I would have segments listed with continuity of subject matter.

I would make Appendix B more easily readable in order.

Question 3. What changes would you make in the pre-post test.

I would make the illustrations clearer. Example #58 - very difficult for a child with visual problems.

I would eliminate certain items not pertinent to teaching young deaf children - small and not clear (p. 51, 52, 54, 57, 58). p. 39 not clear - different format-entirely too small, illustrations poor.

The post test should have been in more detail and more difficult than the pre-test.

Better and much clearer illustrations, needs much consideration given to pre-school 'non language' deaf children, many items could not be explained - unrealistic.

The questions would not show what Sesame Street taught.

Design more suitable directions for the teacher, change format to include-3-D manipulative materials.

A great deal of material needs modification to be useable with our children. I had to change some of the language to make it more familiar so as to elicit responses.

More relevant for deaf children.

Use of hints for children who simply cannot comprehend verbal labels.

Delete items which are beyond any deaf child. e.g., 21, 30, 25, 2.

Make it clearer to see and understand for child. Make it a test that can be used with non-verbal children, manipulation cards for sequence and grouping.

I can't specifically point out the changes that should be made; however, I definitely felt that the tests in no way indicate that which a child has learned through Sesame Street.

Allow for less variables (remember there is a teacher involved) between testing.

Better pictures, clearer questions, non-verbal type questions.

Some questions were difficult to explain, drawings and printing were defective, at times. Many of the children cannot lipread, 'point to the square' was invalid. Sequence pictures were poor.

Test items were poorly designed - information sought was not made clear by test questions.

Everything - too small, unclear, etc.

The test had little validity or reliability. The questions were ambiguous.

Question 3 (con't)

My class is not on the level of functioning of these tests. Hence, I would lower the level.

More realistic for our type of children in terms of their language abilities.

Booklet should be larger - like a loose-leaf.

The pre-post test measured very little in the content area.

Make it shorter.

Perhaps the pre-post test could have been done via using segments of Sesame Street.

Too much emphasis was placed on number combinations. Considered the test to be very poor.

While the pre-post test does measure the children's learning during the year, the learning covers from all classroom work. The whole concept of a test just for Sesame Street seems unworkable.

Realize its difficult to create test to cover all areas. Language was often a problem. Therefore would not ask questions like "What are these called?" "What are they for?"

Many of the items on the test were poorly illustrated and/or too small. Some items were not covered in the tapes - Ex., Is this used for reading or counting? Teacher directions were inappropriately placed on page in some cases. Example: "Say 'u' verbally".

More clear pictures. Larger figures and booklet.

I would like to see a completely different post test from that of the pre-test. Maybe by putting it in a different order. In my class the children scored basically the same way on both tests. Question - What have they gained?

Make it more concise. It was much too long for my children. I felt it really did not measure their ability. It was much too difficult for this age child. However, even when I felt they should be able to answer the question, they couldn't because it was unclear.

No changes - pictures could have been clearer.

I didn't feel the tests were fair at all. They really didn't test what the children were or had worked on, but what the films were showing and were dealing with.

Better, clearer pictures. Post test should differ from pre to eliminate memory or test-wise factor. We did not use post as felt would be utterly invalid considering a small amount seen by most students. (This teacher's data was, obviously, not included in the study analysis).

Question 3 (con't)

Some of the questions had confusing drawings. I think some change should be made so that pre-test and post-test differ somehow. Possibly only the order would need to be changed.

None. Pre, maybe, wording differently for the post.

Some pictures on the test were unclear - better copies, perhaps?

Make it valid. Better pictures and better printed numbers and letters.

There were several pages not applicable to pre-school babies. E.g., what do you do with your teeth?

I was never clear whether to mark a child's response wrong, or maybe he had never been exposed to it. This was most difficult to determine.

I don't feel they gave a good picture of the children. I feel in many instances the pictures were not clear and it was hard for the children to determine the correct answer.

I'd give it more thought. Make the pictures clearer, more easily understood by these young deaf children.

Feel too many points were left to random selection. Also too much flexibility in administration. How can we compare children in using such varied methods?

Clearer pictures, some items more appropriate for the 3-4 year old kids.

Greater adaptation to deaf methodology is needed. For example, children at lower school level are not taught the names of letters - rather the Thorndike sounds. The test was also very lengthy.

I would either give different exams or better yet, none.

Eliminate it. Too many of the children watch Sesame Street at home and the results are extremely subjective. Also with only a few choices for each answer, there is a good chance to guess correctly.

The entire test was not an indication of child's abilities.

Items in tests pertinent to learning developed in the segments.

Much, much simpler or special test for slow, slow children.

As I'm not exactly certain what variables you're looking for in these tests, I cannot say. I did not find them burdensome and the children were a bit intrigued by it.

Bigger and clearer drawings.

Question 4. What changes would you make in the tapes?

Put more captions and eliminate the puppets.

My objection is that some, if not most, of the segments I used were too short to be or much value in reinforcing an already taught concept, let alone introduce the concept. Editing could not help this problem much.

Lengthen the segments with more examples.

I would make some of the tapes longer.

Gathering several segments into a specific unit (of magnifying glass, shapes). Repeat some of the segments or slow down the segment as many were fast moving.

For children of ages 7-8-9 or 10, I feel that the tapes should be longer.

The tapes should be longer and should focus more clearly on a given subject in order to be used for instructional purposes as part of the curriculum.

Would repeat some of the shorter segments more than ones within the same mini-show. Especially those lending themselves to conversations and those of interest to children such as animal segments.

The tapes were much too short. Perhaps several could be placed together. They moved too quickly and they did not provide time for pupil response and/or interaction.

Longer for older children, 7-8-9-10-11 year old. More focus on the lips of children responding and participating.

In presenting vocabulary utilizing initial consonant words (b is for boy), the words chosen should not have blends (like c is for crocodile). C for cake would be better. A consonant followed by a long vowel is easier for child to get the connection.

Use words that might be familiar to young deaf children. Slow down considerably.

I would like the tapes divided as to subject matter, science, cognitive skills.

Group similar activities together, puppets should be captioned, lengthened. Problem solving pictures are not clear enough.

In problem solving situations, suggest that the problem be solved right there. Sometimes things ended up in the air and this was confusing for younger children.

The sequence with Gordon did not interest my class at all. The conversations that occurred between the other characters seemed to be completely lost by the children.

In the live films, I would like to see more animation. Concerning the letters of the alphabet, there should be more visual items, instead of the letters talking.

Question 4 (con't)

More time per segment and less segments.

Put all of the same tapes on a topic together, eg., numbers together in sequence, animals, etc.

Sequence pictures and situations were not long enough.

Re-direct segments to film close-ups of mouth. Re-film to focus attention on main point. Many of my children missed the main point because there was too much overall action.

I think more tapes should be available with fingerspelling for a basic introduction to the alphabet and letter sequencing.

More student participation.

Segments could be longer.

They seemed to be too short.

So many days seemed like a waste. Believe they could have had more specific teaching facts. What kids haven't seen cars, buses or trains in motion?

Some of the counting sequences would be more useful if they could be slowed down so young deaf children could 'sign' simultaneously with what they see counted.

Segments were too short.

Being in the control group, I didn't use them, but in previewing them: 1) color, not black and white and 2) split screen/interpreting included.

On live segments have closer view of faces of people when they are talking to amke some lipreading possible.

Greater adaptation to the needs of the deaf students. For example, close-ups for lip-reading purposes, simpler language, greater repetition, more ordered progression in subject levels, slower speech pace, possibly more personal identification (possibly through use of individuals with hearing aids).

The tapes are good but extremely brief!

None - they were excellent.

Put a child's face mouthing all important words at frequent intervals going through the segment - as often as possible, speak words, followed by captions.

Children did not get enough of a chance to participate verbally or otherwise, in the segments. There should be more written exposure of words to go along with the oral exposure.

More captions and have captions on for longer periods of time.

Question 4 (con't)

Slowed down in some instances. Blank spots for fingerspelling or use of related objects.

The children liked the puppets and animation; however, these methods do not allow speech reading. The few captioned cartoons we saw were more attentively received by the group. The changes I'd make are more captions in the lessons.

More inserts with fingerspelling.

Make them a bit longer.

None. Would be excellent to have them in color.

Basically I think the tapes are good. The variety is good, although sometimes it jumps around too much.

I think most of the tapes are valuable. I think the children learn from them and enjoy viewing them.

If possible I'd have them in color. Some easier manner of finding the individual segments.

None - except list by units if possible.

Can't comment other than speed (too fast) and possibly captioning more segments.

Longer. More time to develop skill taught. Some tapes relied too heavily on lipreading which is difficult on t.v.

Children were confused because things were thrown at them too rapidly for them to relate and respond. Tapes should have captions to provide greater expository language.

Question 5. What is your overall view of this exploratory package (manual, tapes, pre-post test)?

Good. The selections are valuable.

Time consuming for teacher - irrelevant for children.

It has possibilities but must be geared for a deaf audience.

It would be more useful during the earlier part of the year.

Outside of the test it was fun. Would like to see more done with Sesame St.

Excellent idea Needs much work; tapes needed to be labeled as to group suitability, for example, 2nd grade, first level, profound hearing loss, non language achievement.

Fair.

Excellent. My class watched almost every segment available and each one was enjoyed by everyone.

The shows were good. Children enjoyed format. Manual fair and test unfair.

Something there to grow from but needs refining. Philosophy of 'fun in learning' important and should stay.

Not sufficiently adapted to deaf. Much editing and slowing down of pace - adding many more visual clues.

The children seemed to enjoy this program, even though there is much more time needed where they could participate more actively in the segment itself.

I think that the materials were helpful as a supplement to teaching but still need a good deal of revision.

Good.

Good.

I felt the using of Sesame St. materials is very helpful for my grade level, if I can get tapes on what we were working on. Generally speaking this wasn't true. I did use it in review of areas or for general thinking skills.

Fair. Needed a little better organization.

As an exploratory package I think it was very well set up. There were a few minor problems but most were overcome.

Well planned, helpful, interesting and entertaining. The class benefited and learned some new concepts.

Confusing and time consuming.

Enjoyed using it with my class. They also enjoyed the tapes.

Question 5 (con't)

I did not give the test, but information supplied to me were that they are good. Tapes are excellent but could be a bit longer.

On the whole I think the package was good. It needs a few changes to make it a very good program.

Good, except for the test.

The pre-post test was poor. The manual and tapes were basically good.

I was pleased with everything except the pre-post test. The children enjoyed the entire segments better than taking a couple mini-shows from each; so much time is wasted.

On the whole, I think the exploratory package was good but I feel the pre-post test needs some revisions.

It was enjoyed by the students - enjoyment aids in learning.

Good and useful.

I really didn't find it too helpful with my class.

Good idea. Needs more adaption for presentation to young deaf children.

The children enjoyed it and looked forward to each presentation, but I thought it too time consuming in comparison to the knowledge gained.

Materials are generally good and useful.

I do not feel that the Sesame St. adapted for the deaf as it is now is very useful for the 8-9 year old group.

The manual appears to be satisfactory. Video tape is great, but loops would be more accessible. The pre-post test was most discouraging.

Overall view is that it is good. The children seemed to enjoy most of it. I found that I could carry over many aspects into the classroom, i.e. singing "One of These Things is not Like the Other". Utilizing embedded figures for introduction to alphabet; counting.

Less useful than teacher-made or teacher-gathered material which is an outgrowth of classroom experiences.

Not valuable for non-verbal child. Too fast, not clear, puppets not good - no lipreading possible.

Good when used as a reinforcement for materials presented, but I'm not sure if it would be appropriate for the presentation of material.

The manual and tapes were basically good. I think that the pre and post tests should be totally re-evaluated.

I think the idea is good. That's all.

Question 5 (con't) E.15

Poor quality as indicator of value of tapes.

Manual fair - hard to determine if level was appropriate. Tapes were very helpful for motivation. Test was worthless.

Good.

Not very helpful except for unusual photos of animals, etc. Most of the other material was not suited or could have been done in the classroom in a more effective way.

Good except test.

If developed further with more teacher participation and knowledge of the tapes, the teacher could integrate it better into her lessons.

All was good except the test.

Good.

I thought the tapes were worthless. If the post proved anything it was what I taught what was not on the tape. The tape can only be used for reinforcement. Do you think it's fair that we test on reinforcement?

Good.

Good.

Pre-post test gives a better insight into the lack of language and vocabulary of deaf child.

I personally did not like the pre and post test as much of it was geared to higher level and it was very verbal and the manual was good and helpful. The tapes were good.

These tapes and the manual would probably be very good if they could be used as supplement in the teaching of units in the lower grades. However, for my class consisting of 9-10 year olds they knew about 97% of the items on the pre-test. The tapes I felt did not help to teach the other 3% of the items.

The tpaes were too short for the Primary II level, and the manual was too general as to their content matter.

Is a good supplement-once teacher is familiar with what's available to her and knows exactly what she is looking for. She should be familiar with tapes before use.

It did not collect valid data.

Pre-post test - too small, poorly compiled, very poor illustrations, not durable. Manual - good, tapes - good but too short.

Overall I felt that it was a good start - but the testing I did not think showed the total picture of what the child knows.

I feel that it is a help in adding to the visual materials which can be used. The manual provided some additional ideas which were helpful in class.

Question 6. What is your overall view of this study?

It was the only way you could give Sesame Street and its use in deaf education a fair trial.

I was in captions and there was no follow-up in the post test as to how the captions were received. If one uses captions, I think it should be integrated into the reading program but the post test did not include this - so why give captions as part of the study? I think that when you have captions on a mini-show segment, the segment should hold the caption longer. Have no more than 2 or 3 captions per segment. There were just too many for the child to attend to. Also movement (of a train, etc.) in the background is distracting so that the child does not even look at the caption. I think captions should always be used with letter segments so that the child may see that the objects name starts with that letter, but they should be very short words like:

b - bat, bee
c - cat, car

If you are having a program of letter discrimination, how can you expect children to absorb captions like train, tractor, turtle, etc.?

Good.

Good.

I enjoyed being involved in the project and was anxious to see how well the Sesame St. selections would be utilized by the deaf pre-schoolers. I felt the segments had good value as an aid if and only if properly utilized by the teacher.

I definitely feel that if you wished to prove the advantages of using the Sesame St. tapes - older children should not have been incorporated into the project.

The study did not objectively measure the learning which took place as a result of the Sesame St. segments. There were too many uncontrolled variables involved which affected the results of the pre-post test.

Am not sure if you'll find much with the test that was used. Some minor changes could be made in tapes but on the whole it's a good tool.

I do not feel that the pre and post test actually tested the children on the subject matter they received exclusively from Sesame St. Most of the teaching is done by the teacher and the segments are used as a recapitulation of what was taught.

The class enjoyed the study and so did I.

It doesn't seem to be very well controlled.

I hope it can be used to further develop the use of Sesame Street with deaf children. I feel the program will be an asset to instruction.

Good for introduction, reinforcement and explanation. Excellent.

Question 6 (con't)

Good. I think our children need this kind of adaptation to help them 'hear' t.v. programs, especially worthwhile ones like Sesame St.

For the school, I think it would be beneficial to add an insert of someone fingerspelling. The afternoon group enjoyed the captions.

It was worthwhile for my group as the control to see results from the pre-test to post-test from my own classroom teaching other than using the tapes.

It was basically only a fair study. I'm not sure that the final data will be very valid based on the pre and post tests.

I think it will be hard to judge from the testing how much each experimental group learned, but the idea of Sesame St. is good and the kids enjoy it.

I think the study went nicely. The children had an opportunity to see things in a different form of media and I feel this in itself was valuable. Since my class could only review the puppet and animated segments, they were quite limited as to what they could see. This made it hard for me to use the Sesame St. films as effectively as they could be used. Other than this, I feel the study was good.

It's important to always be trying new ways of teaching and seeking to find out how beneficial they are. The pros and the cons. Also deaf student education is so inadequate on visual aids. It is important to use all educational aids available. I'm not comparing this study with anything, but definitely think the study is relevant.

Good. I hope Sesame St. continues for years to come.

I think that the study required more effort on the part of the teachers involved than was justified by the learning that took place.

I do not believe that much conclusive data can be collected from this study. I do, however, feel that it should be pursued.

Hard to say. It was fun and enjoyable for the kids but hard to fit into my tutoring session, so my kids weren't really fair to see part of a study.

Not adequate.

Hard to evaluate.

Unrealistic to expect significant improvement over pre-test due to tape. Not sure of the meaningfulness of the tests.

Unreal - still can't see how information can possibly be compiled.

Study was very unrealistic and seemed poorly organized as to both procedures employed and value of information gained.

Question 6 (con't)

Maybe it is because my children are older, that I feel the amount of learning was too minor in comparison to the time they spent watching it. When I volunteered for this, I thought the tapes would relate to the child's age level. I saw no point in fingerspelling words in a repeat tape. It could have been done at the first presentation.

Poor.

This study didn't 'prove' anything to me. No one could really give the purposefulness of the project and answer questions about it.

Good.

Good.

I feel the study tried to accomplish too much. We only used the films 1/2 hour a week, so what the children really learned in the period of time the study took place really wasn't enough to change any performance on the test. I would get rid of pre and post tests all together.

Tries to cover too much ground at once, and in short time (this was partly due to problems of scheduling at our school).

I am glad to have material, such as this, that can be used with our children. I am a little concerned about the validity of the study, due to the lack of more control or stricter enforcement of the controls.

Fair. Very time consuming - too fleeting for the average 6, 7, 8, 9 year old deaf child. Not enough focus on lips.

I think the study was good and I hope many of our children will be helped by it.

I feel that the project itself is helpful although the segments too short. However, I felt that the pre and post tests did not really measure the children's ability in the areas tested on that any growth which was noticed was due to the particular program.

Overall view of study is that it is not geared to the langauge disordered and/or deaf child. Language has to be presented with these handicaps in mind. However, on the whole, children enjoyed the shows. Some outstanding ones were concerned with child putting on magic glasses to 'hear', the transition from milking a cow to having milk put in a container, the show on water. These were presented in much better way than could be done in class. I hope that study and teachers suggestions will be utilized for handicapped children so that concepts are broken down for easier comprehension.

A misguided expenditure of time and money.

Our children cannot lipread and the animated puppets did not offer language to the children. The children in this group gained little from the alphabet sequence, but enjoyed the science, and cognitive skills. There was an overall gain in alphabet and number awareness, but I do not know whether it was as a result of the Sesame St. sequence or work done in the class. The children enjoyed the Sesame St. films.

Question 6 (con't)

Not valuable for non-verbal children. Most strips not long enough to make it worthwhile to use. It should be used as a supplement - do not like 4 different segments when only needs to use one.

I am very curious about the results of this study. I do not think that my particular class benefited appreciably from the Sesame tapes.

I think that the study was good and introduced a new and exciting way of educating our children. I feel that the program has a great deal of potential.

Unreliable.

The poor test made the study worthless but the experiences on the tapes were very good.

Good.

Excellent. I was very happy to participate in the workshop last summer, and delighted to follow through with the program. My class loved it and I feel that such media can be extremely beneficial and fun for teaching.

The objectives are good. Interesting to see overall outcome. Excellent supplement to general classroom exercises. Helped stimulate thinking.

Worthwhile. We can learn and grow in developing something useful.

Generally good.

Keep on improving materials. Study specialized groups now with many more controls in order to improve package.

It is a good model to work from. I feel that a fine program could be developed using this study as its core.

Basically it would be very worthwhile. For my part, however, not having a T.V. in my classroom discouraged me from using the materials and make it very difficult to consider programming. Also, the time of year (many intervening holidays) was not the best period to attempt it.

I found it largely a waste of time. The segments were picked according to my interpretation of the manual. I often found the tapes were not exactly as I imagined. Many times the tapes were so short, that by the time the children got involved in it, it was over. In the amount of time the tape was presented, the children did not catch on to the skill being taught.

It should help us to make better use of visual aids for classroom teaching provided it is modified from the original Sesame St. to suit the deaf.